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LONGMAN

EXAM ACTIVATOR

Classroom and self-study exam preparation

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plus 2 Audio CDs

PEARSON
Longman

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3 86–93	SCHOOL	Types of school, places in a school, people in a school, school subjects, objects, exams, useful phrases 86 93 WORDBANK	LISTENING 1: *Conversation in a canteen* Conversation True/False/No Information 89	LISTENING 2: *Teachers* Interview Matching
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5 102–109	FOOD	Types of food, adjectives describing food, food packaging and quantities, preparing food, meals, restaurants and bars, useful phrases 102 109 WORDBANK	LISTENING 1: *Food crime link* Interview Gap Filling 105	LISTENING 2: *Dine in the dark* Conversation Multiple Choice
6 110–117	SHOPPING AND SERVICES	Types of shops, in a shop, complaining, shopping for clothes, services, useful phrases: bargains, paying 110 117 WORDBANK	LISTENING 1: *Husband and wife* Conversation Multiple Choice 112	LISTENING 2: *Fairtrade* Interview Matching
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INTRODUCTION

Longman Exam Activator is a combination of a coursebook and a self-study exam preparer that offers thorough preparation for upper secondary school-leaving exams aimed at A2/B1 levels. It is therefore appropriate for both classroom use and individual study.

THE STRUCTURE OF THE BOOK

Reference Part

This part follows the structure of a typical school-leaving exam. Its main features include:

- exam tips and strategies for each type of exam task
- exercises providing students with an opportunity to put exam tips into practice
- models of the most typical texts used in the written part of exams
- lists of useful expressions for the written and spoken part of the exam required at A2/B1 level

A distinguishing feature of the Reference Part is its active approach to exam tips: linking the exam tips to typical exam exercises allows students to see how the tips work in practice. Individual sections of the Reference Part may be used in any order, either in class or as self-learning material. The Reference Part and the Thematic Part are closely linked, which allows the teacher to refer their students to the Reference Part while discussing particular topics from the Thematic Part.

Thematic Part

This part consists of twelve units, each of which is related to a given exam topic. It enables learners to:

- revise and review key vocabulary from each topic (the vocabulary section at the beginning of each unit, the lead-in exercises for each lesson, the exercises accompanying reading and listening texts, the word banks)
- apply and activate exam strategies to complete various types of exam tasks (**exam***workout* exercises)
- practise various types of exam tasks in an authentic exam-like context (**exam***task* exercises)
- learn interesting facts about various cultural aspects of life in English-speaking countries (the LANGUAGE & CULTURE boxes).

The Thematic Part will also appeal to teachers: its logical structure and the richness and variety of the presented material will enable them to make their lessons easier to prepare and more diverse.

Grammar

This part presents the most important grammar areas that need to be mastered by students at the A2/B1 level.

Each grammar chapter:

- presents the new grammatical structure in a clear and approachable way
- explains its correct usage
- provides extensive practice of the new structure
- shows how each grammatical form is linked to a given part of the exam

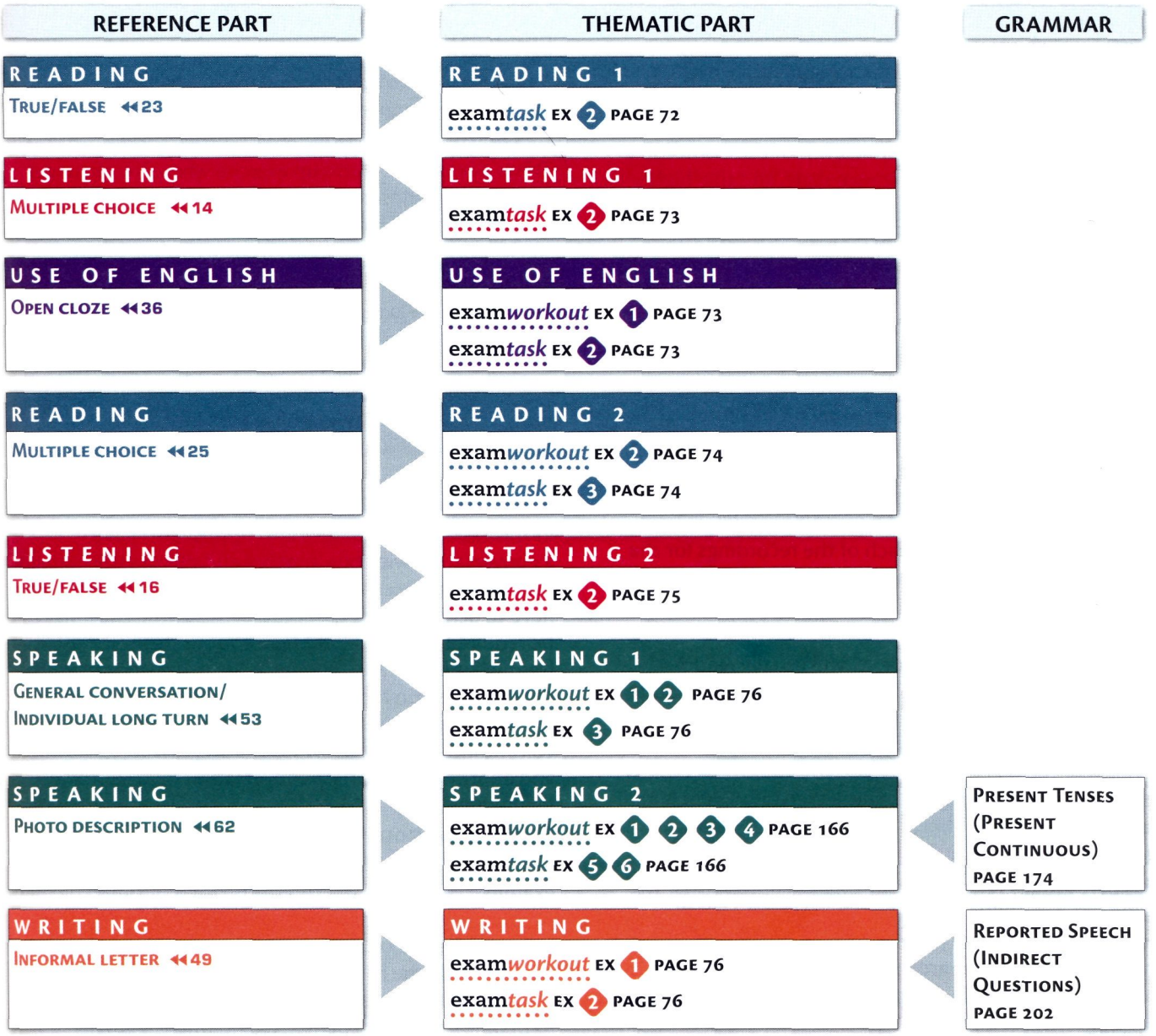
The primary aim of the Grammar part of the book is that of a quick revision and reference section. It will prove useful when completing tasks from the Use of English part of the exam, completing written assignments or preparing for oral tasks.

THE STRUCTURE OF THE BOOK VERSUS THE STRUCTURE OF THE EXAM

	EXAM	LONGMAN EXAM ACTIVATOR		
		REFERENCE PART	THEMATIC PART	GRAMMAR
WRITTEN EXAM	Listening	LISTENING PAGES 10–19	LISTENING 24 SECTIONS	MOST OF THE GRAMMAR REVISION EXERCISES ARE PRESENTED IN THE FORM OF TYPICAL EXAM TASKS. THE LAST EXERCISE IN EACH GRAMMAR SECTION SHOWS HOW TO USE THE PARTICULAR GRAMMAR STRUCTURE TO COMPLETE EXAM TASKS OF VARIOUS TYPES.
WRITTEN EXAM	Reading	READING PAGES 20–29	READING 24 SECTIONS	
WRITTEN EXAM	Use of English	USE OF ENGLISH PAGES 30–39	USE OF ENGLISH 12 SECTIONS	
WRITTEN EXAM	Writing	WRITING PAGES 40–52	WRITING 12 SECTIONS	
SPOKEN EXAM	General Conversation/ Individual Long Turn	SPEAKING GENERAL CONVERSATION/ INDIVIDUAL LONG TURN PAGES 53–55	SPEAKING GENERAL CONVERSATION/ INDIVIDUAL LONG TURN 3 SECTIONS	STUDENTS SHOULD REFER TO THE ENTIRE GRAMMAR SECTION WHEN PREPARING FOR THE ORAL PART OF THEIR EXAM (SEE PAGES 174–213).
SPOKEN EXAM	Discussion	SPEAKING DISCUSSION PAGES 56–57	SPEAKING DISCUSSION 4 SECTIONS	
SPOKEN EXAM	Situational Roleplay	SPEAKING SITUATIONAL ROLEPLAY PAGES 58–61	SPEAKING SITUATIONAL ROLEPLAY 5 SECTIONS	
SPOKEN EXAM	Photo Description	SPEAKING PHOTO DESCRIPTION PAGES 62–68	SPEAKING PHOTO DESCRIPTION 6 SECTIONS	

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HOW PARTICULAR PARTS OF THE BOOK ARE RELATED TO EACH OTHER: Unit 1 – PEOPLE, FAMILY and SOCIAL LIFE.



WORKING WITH THE BOOK

The way the book could be used depends on the needs of a particular group of students. It is the teacher's decision as to which parts of the book should be taught from in class and which should be assigned as homework. This decision should be made on the basis of the students' familiarity with the exam strategies and the format of the exam. The students' ability to complete various types of writing tasks and their knowledge of grammar should also be taken into account. Undoubtedly, the core of the book is the Thematic Part, as its coursebook feel enables teachers to use it in class. The Reference Part introduces exam strategies and language functions which are then linked to the **exam*workout*** and **exam*task*** exercises in the Thematic Part. This enables both the teacher and students to focus on the practical aspects of the language as well as work on developing exam strategies. On the other hand, whenever there is a need to refer to the part of the book containing theory, it can be easily done thanks to each section being marked with specific colour and reference markers. The Grammar part, in turn, makes it easy to revise the grammar structures needed to complete particular exam tasks.

THE NUMBER OF CONTACT HOURS

The number of contact hours provided by the book depends on the way the material is used. If you would like to discuss all the contents of the book in class, you would need 90+ contact hours. If you would like to cover only the Thematic Part in class, that would take about 60+ contact hours. However, if you do not have so much time at your disposal but would still like your students to revise all the available material before the exam, you could treat large parts of the book as self-learning material and assign the Reference Part as well as Writing and Vocabulary sections as homework.

CHECKING STUDENTS' PROGRESS

Short vocabulary and grammar tests (provided as photocopiable material in the Teacher's Book) could be given to students after each unit has been covered.

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STATE SCHOOL-LEAVING EXAMS IN ENGLISH

Most state school-leaving exams in a modern foreign language are compulsory for all the students wishing to graduate from high school. They are typically provided at two levels of proficiency: the 'lower' level, which corresponds to the A2/B1 levels of the Common European Framework of Reference scale, and the 'higher' level, whose level is usually described as B2.
The 'lower' level of the exam typically comprises two parts: the written and the spoken exam.

WRITTEN EXAM

The typical set-up of the written exam includes:

Listening Comprehension

In this part of the exam, students will usually listen to 3–4 authentic or semi-authentic recordings played twice along with the instructions. The recorded text types might include conversations, lectures, discussions, narratives, announcements, instructions or media broadcast. There will usually be one task for each of the recordings for the candidates to do. The typical task types include: multiple choice, true/false, matching and gap filling.

Reading Comprehension

In this part of the exam, students will usually read 3-4 authentic or adapted texts. The text types might include newspaper articles, short stories, letters, emails or informative texts of various kinds. There will be one task for each of the texts for the candidates to do. The typical task types include: multiple choice, true/false, matching, gapped text and gap filling.

Use of English

This part usually requires reading 1–4 adapted texts. The text types are similar to the ones found in the Reading Comprehension paper (informative texts, articles, letters, short stories) but they are usually shorter. The typical tasks include: multiple choice, open cloze and word building. There is one more type of task that is often found in the Use of English part of the exam that is not based on a continuous text: sentence transformations. This task focuses on rewriting single sentences according to the instructions given by the exam task. Most often there is a separate Use of English paper, but sometimes it is included in the Reading Comprehension part of the exam.

Writing

In this part of the exam, the candidates are supposed to produce one or two texts (one short and one long). Most often, these will be simple texts of everyday use. Apart from using correct grammar structures, appropriate language register and a wide range of vocabulary, the candidates will need to make sure that their text is logical and coherent and that it achieves the communicative aim outlined by the exam task. The short text is usually a note, a postcard, an announcement, an email or an invitation. The long text might be a formal letter, an informal letter or a short story. In most cases, the exam rubrics also state the word limit that the candidates should adhere to: it is usually 35–80 words for the short text and 100–150 words for the long text.

SPOKEN EXAM

The spoken exam might include some or all of the following components:

General Conversation

This is essentially a warm up exercise where the examiner will ask a student some general questions related to everyday topics. Topics might include: everyday life, school, work, sport, holidays, hobbies or plans for the future.

Individual Long Turn

This is often an extension of the General Conversation: the examiner asks the student to reflect on a problem for 1–2 minutes without being interrupted. It is not supposed to be a conversation, but the examiner (or the other candidate, if the exam is taken in pairs) might ask some additional questions at the end of the student's monologue.

Discussion

In this task, the candidates are supposed to have a conversation with one another and discuss the material presented in the exam task. Usually, the candidates will have to achieve some communicative aim – they may be required to solve a problem, choose the best option from what is available, convince the other person, ask the other person for a favour or negotiate a compromise. It is very important that the candidates achieve this communicative aim, apart from using correct language and applying appropriate conversation management techniques.

Situational Roleplay

In this task, the students (or the student and the examiner) are supposed to assume roles outlined by the exam task and have a guided conversation together. The task will give the context for the conversation, and will often include the issues that the speakers should talk about in their conversation. The exam tasks correspond to people's real-life experiences and might put the candidates in a situation that they might deal with in the future. The speakers must say things consistent with the role they are playing, as well as use correct grammar structures, language register and vocabulary.

Photo Description

In this part of the exam the candidates are supposed to talk about a set of pictures. Quite often, they will be asked to start by describing one of the pictures, and then compare and contrast it with the other one(s). However, the task itself is not so much a detailed description of the pictures, but more a reflection on the problem that is shown in them. Thus, the candidates should not limit themselves to describing the picture(s) in great detail, but should try and develop their speech by speculating about the scenes shown in them.

Various factors are taken into account when evaluating the student's performance in the spoken exam. It is useful to remember that achieving the communicative aim of the conversation is as important as the range of vocabulary, fluency and language accuracy. Additional points are often awarded for correct pronunciation and intonation.

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REFERENCE PART

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EXAM STRATEGIES

1 PREDICTING THE CONTENT OF THE RECORDING

Before you start listening, you should try to predict what the recording is going to be about. You can do this by carefully reading the rubrics and looking at the type of task you are required to complete.
If you read the instructions carefully, you will see that they usually contain information about the type of recording and its content. For example, if the rubric says *You are going to hear a funny story about a couple who got lost in New York*, you already know that the recording will be a story and it will talk about a couple's adventures in New York. Make some predictions at this point: think of places you know in New York and typical problems that people may have when they get lost in a big city. Try to imagine what happened to the couple and what they might have said to each other.
Also, pay attention to the type of recording you are going to hear. In our example, it is a story, so you should listen carefully to remember the actual order of events as well as watching out for discourse makers which sometimes can greatly affect the meaning of what you hear.
It is also important to know what type of exam task you are required to do, as this will determine what pieces of information you should find in the recording and what listening strategies you should use (for strategies on particular types of tasks see pages 14–19).

2 INFORMATION IN THE RECORDING VS. YOUR GENERAL KNOWLEDGE OF THE WORLD

Although the exam questions often refer to well-known phenomena and problems, you should not let your knowledge of the world get in the way of doing the exam task properly. Before deciding on an answer, you should always ask yourself: "Does the recording really say this?" Here is an example: let's say you are a great fan of sports. In the exam there is a recording about the best swimmer in the world. The recording says that he won *many* gold medals at the last Olympic Games. Then, in the task there is a statement which states *He won eight gold medals at the last Olympic Games*. You know that this happens to be true, but did the recording say this? No, it didn't, it just said *many*. So this answer is incorrect! Remember that your starting point must always be the recording and not your knowledge of the world.

3 GUESSING THE MEANING OF UNKNOWN WORDS

Don't panic if you hear any words or phrases that you do not know. Do not stop to think about these words, because you will miss another important part of the recording, which you may find easy to understand. Remember that your task is to find the necessary information and not to understand all the words in the recording. Try to use the context to guess the meaning of unknown words. In the worst case, simply ignore the phrases you don't know.

4 THE MEANING OF WORDS WHICH SOUND SIMILAR

There are words in English that to a foreigner sound very similar to each other. Always listen to such words carefully and try to figure out which word is meant. When in doubt, try to use the larger context to guess the meaning. Examples of such words include:

- homonyms: words which have the same pronunciation and spelling but different meaning, e.g. ***bear*** ≠ ***bear***
- homophones: words which have the same pronunciation but different meaning and spelling, e.g. ***break*** ≠ ***brake***
- words in which one sound is different, and there is a difference in meaning, e.g. ***woman*** ≠ ***women***
- numerals: ***thirty*** ≠ ***thirteen***

5 VOCABULARY PARAPHRASES

Exam questions are typically constructed in such a way that the information from the recording is conveyed by means of vocabulary paraphrases. It means that the exam question will include expressions of similar meaning as the ones used in the recording, but they will not be exactly the same. Typical vocabulary paraphrases include:

- synonyms:

  *John is so **good-looking**. = John is so **handsome**.*

  *We bought some shoes because they were **cheap**. = We bought some shoes because they were **inexpensive**.*

- antonyms:

  *The film we watched yesterday wasn't really **interesting**. = The film we watched yesterday was very **boring**.*

  *The test we wrote today was quite **difficult**. = The test we wrote today wasn't **easy** at all.*

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6 GRAMMAR PARAPHRASES

Exam questions can also use grammar paraphrases to convey the meaning from the recording. For example, if you encounter the sentence: *Sue's family has lived in this area since the end of World War II*, one of the answers could read: *Sue's family came to live here in 1945*. As you can see, the grammar transformation used here is about changing Present Perfect into Past Simple. Other typical grammar transformations include:

- conditional sentences:
  *If **Megan were rich**, she would buy a new house with a big garden. = Megan would buy a new house with a big garden **if only she had enough money**.*
- comparatives:
  *Paul is **younger than** my little brother. = My little brother is **older than** Paul.*
- quantifiers and phrases such as *some/any/much/many/few/a few*:
  *I haven't got **many** good books at home. = I only have **a few** good books at home.*

Exam questions which use grammar paraphrases may contain information which is identical with the content of the recording; however, it does not always have to be the case. Very often exam questions contain information which is different in meaning to that used in the recording, so you have to be very careful, as not all exam questions are synonyms of the information presented in the recording (e.g. *Jo went to bed a short while ago. ≠ Jo has been asleep for a few hours.*)

PREDICTING THE CONTENT OF THE RECORDING

1 **Look at examples of typical exam tasks 1–3 and match them to task types A–C.**

1 **When the speaker heard the strange noise for the first time, she paid no attention to it.**

2 **According to Tom Jones, what happens when he sees paparazzi outside his home?**
A He doesn't take any notice.
B He always offers tea to them.
C He escapes through the window.

3 **This kind of holiday is best for** elderly **people.**

A Multiple Choice Task ___
B Gap Filling Task ___
C True/False Task ___

2 **CD 1·02 Listen to the recordings for Exercise 1 and match them to appropriate types of listening tasks A–C.**

A *commercial* B *monologue* C *interview*

1 ☐ 2 ☐ 3 ☐

3 **Look at the exam task below and do exercises a–d.**

You are going to hear Agnes talking about her holiday. Decide if the sentences 1–5 are true (T) or false (F).

1 Agnes didn't want to lie on the beach because she was bored with it.
2 On the first day of her holiday, she spent about ten hours walking.
3 She went to the town because she wanted to see her old friend.
4 Even though she changed her shoes, her problems didn't stop.
5 She had to stop her walking tour because she had lost her way.

a **Complete one student's predictions about the content of the recording.**

What she probably did during the holiday:
– lying on the beach
– walking
–
–
–

Problems she might have had:
– uncomfortable shoes
–
–
–
–

b **CD 1·03 Listen to the recording and check if your predictions were correct.**

c **CD 1·03 Listen to the recording again and decide if the sentences 1–5 are true (T) or false (F).**

d **Check your answers on page 226. Then look at the tapescript on page 214 and underline the parts which helped you choose the correct answers.**

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4 **Look at the exam task below and do exercises a–b.**

Listen to the recording and match the speakers 1–5 to the places A–F. There is one extra place that you don't need to use.

Where is each of the speakers?

Speaker **1**
Speaker **2**
Speaker **3**
Speaker **4**
Speaker **5**

A in the classroom
B at the post office
C at the tourist agency
D at a restaurant
E in a clothes store
F at the airport

a Write three phrases which can appear in the recording for each of these places.

A classroom — Repeat, please. Write it down! Open your books!

B post office

C tourist agency

D restaurant

E clothes store

F airport

b CD 1·04 Listen to the recording and do the exam task. Did any of your phrases appear in the recording?

INFORMATION IN THE RECORDING VS. YOUR GENERAL KNOWLEDGE OF THE WORLD

5 **CD 1·05 Listen to the recording twice and choose the correct answer.**

What is the main idea of this excerpt?

A It's better to spend holidays in the mountains than at the seaside.
B If you decide to stay at home, you won't spend a lot of money.
C Even if you decide to stay at home, holidays can be a problem.

GUESSING THE MEANING OF UNKNOWN WORDS

6 **CD 1·06 Listen to five short recordings and guess the meaning of the words below using the context of the recording.**

1 flabbergasted
A angry
B surprised
C disappointed

2 wear-it-everywhere
A universal
B boring
C cheap

3 container
A a box to keep things in
B a kind of passenger ship
C a person who carries things

4 mainstream
A important
B popular
C usual

5 ravine
A a river
B a valley
C a farm

THE MEANING OF WORDS WHICH SOUND SIMILAR

7 **CD 1·07 Listen to eight short utterances and choose the word that you hear. Check your answers with the tapescript on page 214.**

1 cat – caught – cut
2 hat – hard – heard
3 sixtieth – sixth – sixteenth
4 eighty-four – eighty-eight – thirty-eight
5 right (=*correct*) – right (=*not left*)
6 fair (=*exhibition*) – fair (=*blond*)
7 piece – peace
8 night – knight

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VOCABULARY PARAPHRASES

8 Complete the table with the words from the box.

few well-known be fit dear global cheap a great number of ~~late~~ feel unwell regional ~~just before~~ exotic

	SYNONYM	ANTONYM
early	just before	late
expensive		
get ill		
local		
many		
popular		

9 CD 1·08 You are going to hear three short news announcements. For questions 1–3 choose the correct answer A–C.

1 **The concert planned for Saturday will not take place because**
- **A** one of the musicians feels unwell.
- **B** not many people wanted to come.
- **C** the tickets were too expensive.

2 **If you want to go to a party after the show, you**
- **A** must be famous.
- **B** should buy a ticket.
- **C** mustn't be late.

3 **One of the attractions offered at River Boulevard will be**
- **A** exotic things to eat and drink.
- **B** music played by regional groups.
- **C** a great number of cinemas.

10 Read the fragments of the news broadcast you have just heard. Find corresponding vocabulary paraphrases for the correct answers from Exercise 9.

1 The concert of Crazy Rag Bone and the Monkey, which was to start at 9:30 on Saturday at Nick's Place, has been called off. The band informed us that their singer has fallen ill.

2 You may get a special invitation to a party after the show, but only if you come early.

3 There will be cafes with popular food and drink, local bands will be playing, and you'll be able to watch Great Runs in other cities on many giant telescreens.

GRAMMAR PARAPHRASES

11 Complete the sentences using the words in brackets so that both sentences mean the same. Don't change the form or the order of any of the given words.

1 Kate has just moved in and she hasn't met many people here. (ONLY)
Kate has just moved in and she _____
_____

2 Tom started talking on his mobile about half an hour ago – it will cost him a fortune! (FOR)
Tom _____
_____
– it will cost him a fortune!

3 All my friends are too busy to go with me on a trip around the world. (WOULD)
If _____
_____

4 The apartment next to the river is more expensive than the flat in the city centre. (AS)
The flat in the city centre _____
_____

5 We will go away for the weekend only if the weather is fine. (WON'T)
Unless _____
_____

12 CD 1·09 Read the sentences 1–5. For each sentence decide if it means the same (✓) or not the same (✗) as the recorded sentence.

1 I had so little money that all I could buy was a bottle of water.
2 The last time we saw our relatives in France was in 2001.
3 Brad wasn't careful enough and he lost his passport.
4 Simon is the most intelligent person I have ever met.
5 I won't leave until all your things are packed.

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MULTIPLE CHOICE

In a multiple choice task you need to rule out two incorrect answers and choose one answer that is correct. The correct answer should contain the same information as what was said in the recording.

1 READING THE QUESTIONS AND PREDICTING THE CONTENT OF THE RECORDING

Before you listen to the recording, first read all the questions and try to predict the correct answer. Afterwards read all the available answers and see if any of them seem more probable than others.

2 SEQUENCE OF QUESTIONS

Remember that the questions follow the order of the information in the recording. If it is an interview, you may assume that each exam question will correspond to the questions asked by the interviewer.

3 USING THE CONTEXT TO RULE OUT THE INCORRECT ANSWERS

Never choose an answer on the basis of one word you can hear, as both the correct and incorrect answers may contain the same words as used in the recording. In order to choose the right answer, you have to pay attention to the context of the recording and rule out the answers which are not consistent with it.

4 DEALING WITH DISTRACTORS

Distractors are words that sound similar to the words used in the recording. Such words are often used to make up a wrong option or lead you away from the correct answer. These are usually generalisations and the most typical distractors are words like *always, all, everybody, everywhere*, etc.

5 INFERRING THE INFORMATION

It may happen that an exam question will ask for information which is not directly stated in the recording (e.g. the exact word, phrase or number), but needs to be worked out on the basis of other clues. This is often the case with conditional sentences and reported speech. Remember then that sometimes the answer is not explicit and you have to infer it from what is said in the recording.

PREDICTING THE CONTENT OF THE RECORDING

1 **CD 1·10 You are going to hear a monologue about studying in Denmark. Listen to the recording once and answer questions 1–5.**

1 Why was studying in Denmark different from studying in the speaker's country?
2 What skill must students learn quickly in such an expensive country as Denmark?
3 Was the speaker satisfied with the crash course about living in Denmark?
4 What was the problem with using English in Denmark?
5 What is the main aim of the monologue?

2 **You are going to listen to the same recording once again. Read the exam questions 1–5 below. Are any of the options A–C similar to your answers from Exercise 1?**

1 **Studying in Denmark was different from studying in the speaker's country because she had to**
A speak to a group of professors.
B do some tasks with other students.
C use all the special skills she had.

2 **Because Denmark is an expensive country, the speaker**
A started to be careful with her money.
B cooked food for the whole group.
C had no money for cultural events.

3 **The crash course about living in Denmark**
A was not organized that year.
B gives too little information.
C should be organized before the students come to Denmark.

4 **Although the speaker knows English,**
A it was difficult to communicate with other students.
B there were few social events where she could use it.
C it was not enough to get to know local people very well.

5 **The main aim of this extract is to**
A present problems.
B ask for financial help.
C promote Denmark.

3 **CD 1·10 Listen to the recording again and for questions 1–5 choose the correct answer A–C.**

4 **Check your answers on page 226 and look at the tapescript on page 214. Underline the parts which match the correct answers. Why are the other answers incorrect?**

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EXAM TASK

5 **CD 1·11 You are going to hear a radio broadcast about interesting museums. For questions 1–5 choose the correct answer A–C.**

1 **In Amanda's opinion, in an attractive museum**
- A there is one route through the exhibition.
- B visitors don't need to walk and look at all.
- C art isn't presented in an old-fashioned way.

2 **The museum of Louisiana is special because**
- A it is in a beautiful park by the river.
- B it shows only modern sculptures.
- C you can do a lot of things there.

3 **When visitors in the Experimentarium touch and move things, they can**
- A learn what makes things operate.
- B build a complicated mechanism.
- C understand that science is easy.

4 **In the museum of music and instruments**
- A headphones aren't for everybody.
- B each instrument is played live.
- C you see and hear at the same time.

5 **What is the main aim of this extract?**
- A To explain the meaning of the word 'interactive'.
- B To suggest which museums are worth visiting.
- C To give information about Amanda's favourite museum.

6 **CD 1·11 Read the exam task in Exercise 5 again. Listen to the recording one more time, and answer questions 1–3 below.**

1 In which question was the correct answer not stated clearly and you had to infer it?
2 In which question were the same words used as in the recording, but you had to use the context to find the correct answer?
3 In which question were words like *each* or *every* used to distract you?

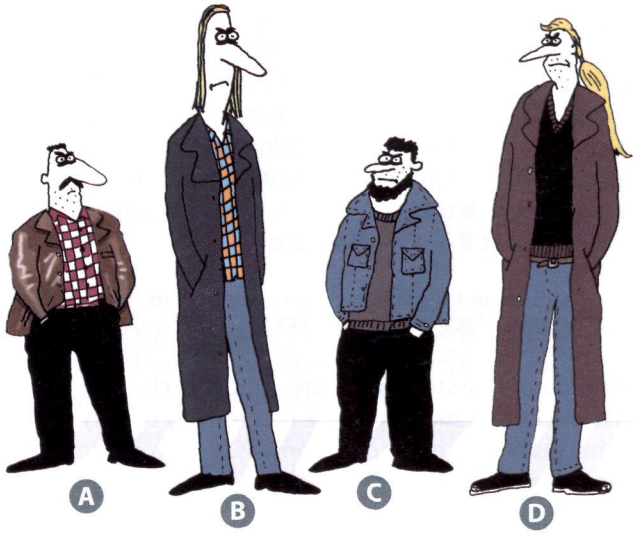
MULTIPLE CHOICE: SHORT RECORDINGS

In this type of task, you will hear several short recordings (conversations or monologues). For each recording, there will be one question about specific information with three or four answers to choose from. The answers may sometimes be given in the form of pictures. To do this type of task you should apply the same strategies as with a typical multiple choice task, but you should also bear in mind the following:
- before you listen, look at the pictures and try to name or describe the things or people you see,
- it is possible that key words from *all* options will appear in the recording. Don't choose the answer based on hearing a single word. It is the meaning of the whole sentence that makes an answer right or wrong.

EXAM TASK

1 **CD 1·12 You will hear a radio announcement about criminals wanted by the police. Choose the correct answer A–D.**

Which man is the speaker describing?



EXAM TASK

2 **CD 1·13 You will hear a radio programme about famous people. Choose the correct answer A–C.**

What's the news about Angela Pretty?
- A She's going to have a baby.
- B She's going to be divorced.
- C She has received an Oscar.

3 **Check your answers with the answer key on page 226. Then look at the tapescript on page 215 and underline the parts of the recordings which helped you choose the correct answers.**

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TRUE/FALSE

In this type of task, you need to decide if the given statements convey the same information as used in the recording (and mark them *True*) or different (and mark them *False*).

1 Reading the questions and predicting the content of the recording

Pay attention to the rubrics as they usually tell you what kind of recording you are going to hear (e.g. an interview, a radio programme, a story etc.) Also, read the statements carefully and try to find key words in each of them. In this way you will know what information you should be looking for in the recording, and it will be easier for you to choose the correct answer.

2 Sequence of questions

Remember that the questions follow the order of the information in the recording.

3 Information in the recording vs. your general knowledge of the world

Before you decide if a statement is true or false, you should always ask yourself, *Does the recording say it is true?* or *Does the recording say it is false?* The most important reference point in this type of task is the recording, even if it says something that you know is not quite right. Remember, that your task is to decide if a statement is true or false in reference to the recording, not if it is true in reality.

4 Vocabulary paraphrases

Many true/false statements are built in such a way that the information from the recording is conveyed by means of synonyms or antonyms. Watch out for these words, e.g:

- synonyms:
  *Jake prepared **excellent** spaghetti for dinner. = Jake prepared **exquisite** spaghetti for dinner.*
  *Finally, we found a **very clever** solution to the problem. = Finally, we found an **ingenious** solution to the problem.*
- antonyms:
  *I didn't think this new book would be so **dull** and **badly-written**. = This new book is not as **exciting** and **well-written** as I expected.*
  *Jim's room is never **neat and tidy**. = Jim's room is always **in a mess**.*

5 Grammar paraphrases

Look out for grammar paraphrases as well. They typically include:

- conditional sentences:
  ***If I had more time**, I would learn how to play the guitar. = I would learn how to play the guitar **if only I had enough time**.*
- comparatives:
  *Vegetables are **healthier** than meat. = Meat is **less healthy** than vegetables.*
- quantifiers and phrases such as *some/any/much/many/a few/few*:
  *There aren't **many** cookies left. = There are only **a few** cookies left.*
- tenses:
  *We **have been here** since Friday. = We **came here** on Friday.*
- negations:
  *They **hardly ever go** there. = They **don't go** there **very often**.*

Predicting the content of the recording

1 Look at the exam task below and highlight the key words that you should pay special attention to while listening to the exam task. The first one was done for you as an example.

You are going to hear a student talking about her first job. Decide if the statements 1–5 are true (T) or false (F).

1. She started working in Australia one week after she had got there.
2. During her first week at work, Mr Jenkins and Kate watched her all the time.
3. Dealing with customers helped her understand human nature.
4. When she made mistakes with money, Mr Jenkins was not always there to correct them.
5. She's not planning to work as a shop assistant in the near future.

2 CD 1·14 Listen to the recording and do the exam task. Check your answers on page 226.

3 Look at the tapescript on page 215. Underline the parts of the recording that refer to each of the questions and find phrases that correspond to the keywords you have highlighted.

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EXAM TASK

4 **CD 1·15 You are going to hear an interview with a famous sportsman. Decide if the statements 1–5 are true (T) or false (F).**

1 As a child, Terry Donovan wasn't as busy as he is now.
2 When Terry was eleven years old, his life suddenly changed.
3 His parents got divorced before he became a champion.
4 Terry's next gold will make him happier than the first one.
5 Terry thinks that skills are not as important as motivation.

5 **CD 1·15 Listen to the interview and look at the exam task once again. Answer the questions below. Each question refers to a corresponding question from the exam task.**

1 Why was his childhood the way it was?
2 When did his life change? What vocabulary paraphrase is used to talk about it?
3 What other thing happened when his parents were divorcing?
4 What vocabulary paraphrase did Terry use to talk about his next gold medal?
5 What grammar paraphrase is used here to talk about experience and motivation?

TRUE/FALSE/NO INFORMATION

This is a variation of the true/false task and, therefore, you can use the same strategies as the ones described previously. However, the main difference between these two types of tasks is that this time you have three options to choose from instead of two. This time a statement might be true, false, or the recording might include no information related to the statement. If you are sure that the statement includes the same information as the recording, mark it *true*. If you know that a statement is not true, you have to decide if it is false, according to the recording, or if there is no information in the recording referring to this statement. Read the statement carefully, find key words and look for them in the recording. If you are sure you can't find any information that would refer to the given statement, mark it *No Information*.

EXAM TASK

1 **CD 1·16 You are going to hear an extract from an interview with a famous traveller. Decide if the statements 1–5 are true (T), false (F) or there is no information (N).**

1 Beryl Martin made up her mind to become a traveller on the day of her fifteenth birthday.
2 When Beryl Martin first went to Africa, she felt very excited about it, but also very tired.
3 According to Beryl Martin, you won't become a traveller unless you are a friendly person.
4 Beryl Martin has a family in Africa.
5 The main idea of this part of the interview is to ask Beryl Martin for practical advice.

2 **Check your answers on page 226. Look at the tapescript on page 215 and underline the parts which helped you choose the correct answers. Answer the questions below:**

1 Whose birthday was it? What expressions are used in the recording to distract you?
2 What vocabulary paraphrase is used in question 2?
3 What grammar paraphrase is used in question 3?
4 Does Beryl Martin mention her family at all during the interview?
5 What kind of questions did the interviewer ask Beryl Martin?

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MATCHING

When doing a matching task, you need to match given elements (e.g. names of places, speakers, titles, headings, summaries) to various short recordings or excerpts of one longer recording. The task typically contains one extra element, which cannot be matched with any of the recordings/excerpts. Your task is to rule this one out and match the other ones correctly. Considering all this, the strategy that you need to apply while doing a matching task differs from the strategies used in other types of tasks.

1 ESTABLISHING THE TYPE OF MATCHING

Read the instructions carefully to know what exactly you need to do. Before you start, you need to know what elements you have to match to each other: headings or summary sentences to speakers, or maybe questions to the correct part of the interview? Depending on what elements you are asked to match, you need to employ different strategies:

- matching speakers to places/jobs – you need to watch out for words and phrases typical of the given place (e.g. a restaurant) or job (e.g. a waiter).
- matching speakers to titles/headings/summary sentences – after listening to each utterance try to summarise it for yourself. This will help you to do the matching. Remember that the titles/headings or summary sentences usually paraphrase what was said but they never use the same words and phrases as used in the recording.

2 DEALING WITH EXTRA ITEMS

Remember that matching tasks often include one or more extra items, which you need to rule out.

3 SEQUENCE OF QUESTIONS

In a matching task, the questions are usually listed in random order. You need to be very careful here because the information you need to answer the first question might be located, for example, in the last recording.

4 QUESTIONS ABOUT THE MAIN IDEA

Remember that virtually all the questions provided in a matching task are about extracting the most important information from the given piece of recording. Therefore, in fact, all the questions ask about the main idea of the recording.

ESTABLISHING THE TYPE OF MATCHING

1 **CD 1·17 Listen to five speakers giving advice to job seekers. For each speaker 1–5, summarise what you have heard in your own words and write the summaries below.**

Speaker 1: _____
Speaker 2: _____
Speaker 3: _____
Speaker 4: _____
Speaker 5: _____

2 **CD 1·17 Listen to the recording again. Match the speakers 1–5 with the statements A–F. There is one extra statement that you do not need.**

A Don't come to work late.
B Wear a clean white shirt.
C Look people in the eye.
D Be friendly but formal.
E Don't eat and drink at your desk.
F Wear jeans only on Fridays.

3 **Compare your summaries in Exercise 1 with the statements A–F. Are they similar?**

EXAM TASK

4 **CD 1·18 You are going to hear five short messages. Match the speakers 1–5 to the statements A–F. There is one extra statement that you do not need.**

Speaker 1:
Speaker 2:
Speaker 3:
Speaker 4:
Speaker 5:

A Unlucky manager has to rebuild business.
B Star-watching can bring you good luck.
C Unhappy fans say goodbye to their dreams.
D An animal lover talks about her success.
E All dreams come true for a lucky star.
F Unfortunate travellers must change plans.

5 **Check your answers on page 226. Then look at the tapescript on page 216 and underline those parts which helped you choose the correct answers.**

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GAP FILLING

In this type of task, you will get a set of gapped sentences, a form or a fact file with some information missing. You will have to listen to a recording and use the information you hear to complete the gaps. The sentences that you need to complete are only paraphrases of what you hear in the recording – they convey the same information, but they are not phrased in the same way. However, the words you need to write down in the gaps are exactly the same as the ones used in the recording. You should be looking out for words that are actually spoken, and can also complete the gaps in your sentences in a way that is lexically and grammatically correct.

1 SEQUENCE OF QUESTIONS

The sentences you have to complete are given in the same order as the information in the recording.

2 PREDICTING THE CONTENT OF THE GAP

Read the gapped sentences carefully before you start listening and try to predict what kind of information you should be looking for. See if you can tell what word category is missing from each gap: a verb, a number, a noun? If you do this, it will be much easier for you to locate the information you need in the recording.

3 NUMBER OF WORDS IN A GAP

Sometimes the instructions specify the number of words you can write, so make sure your answers are the right length. If the instructions say you have to write one or two words, your solution of three words will not be accepted, although otherwise it may be correct.

PREDICTING THE CONTENT OF THE GAP

1 Read the exam task below and do exercises a–b

You are going to hear a radio news programme. Complete the gaps 1–4 with a maximum of two words.

Politics:
Mr Jack Prune is said to have spent public money during his Italian [1]_____.

Economy:
The scientists have found that we are wealthier now and enjoy [2]_____.

Entertainment:
The Rolling Stones concert is supposed to begin at [3]_____ p.m.

Weather:
The roads in the northern parts of the country may be [4]_____ and blocked by fallen trees.

a Look at gaps 1-4 and try to predict the information that is missing from each of the gaps. In which gap are you possibly looking for:
- **an adjective?**
- **a noun?**
- **a number?**
- **a verb?**

b CD 1·19 Do the exam task and check your answers on page 226. Were your predictions correct?

EXAM TASK

2 CD 1·20 You are going to hear a phone conversation about a citizenship test. Complete the form below with one word in each gap.

THE UK CITIZENSHIP TEST

- The citizenship test contains [1] _____ questions.
- There are questions about job interviews, [2] _____ a flat, how to open a bank account.
- There are also questions about British institutions and about national and local [3] _____ .
- The questions about politics might be connected with the Prime Minister, the [4] _____ family and the main political parties.
- There are no questions about famous [5] _____ and [6] _____ .
- The test costs [7] _____ .
- You can find all the information on the website [8] _____ .

3 Check your answers on page 226. Then look at the tapescript on page 216 and underline the parts which contain the correct answers.

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EXAM STRATEGIES

1 PREDICTING THE CONTENT OF THE TEXT

Before you start reading, you should try to predict what the text is going to be about. You can do this by considering what type of text you are going to read and its characteristic features, such as the title, the headings and the first sentences of each paragraph. By looking at the text, try to establish its type: is it a newspaper article, a story, a letter, a review? Once you have done this, you will find it easier to work with the text and predict its structure. A review, for example, has a very predictable structure: it usually starts with basic facts about the thing being reviewed (e.g. name of the artist, title, etc), then talks about it in detail, and finishes with the reviewer's opinion and recommendations.

Pay special attention to the typical elements of the text: the title will help you see its main idea, and the headings and the opening sentences of each paragraph usually summarise the paragraphs and help follow the author's line of reasoning. Remember to always read the entire text first to get the idea of what it is about.

It is also important to know what type of exam task you are required to do, as this knowledge will determine what pieces of information you should focus on while reading and what reading strategies you should use (for strategies on particular types of tasks see pages 23–29).

2 INFORMATION IN THE TEXT VS. YOUR GENERAL KNOWLEDGE OF THE WORLD

Although the exam questions often refer to well-known phenomena and problems, you should not let your knowledge of the world affect they way you do the exam task. Before you decide what the correct answer is, you should always ask yourself: "Does the text really say this?" Take a look at an example: let's imagine that you are a great fan of cars. In the exam there is a text about your favourite car and it says that this car is very fast. Then, in the task there is a statement that says *This car has a top speed of 250 km/h*. You know that this happens to be true, but did the text say this? No, it didn't, it only said the car is *very fast*. Therefore, this answer would be incorrect. Remember that your starting point must always be the text and not your knowledge of the world.

3 MATCHING THE INFORMATION IN THE TEXT TO THE QUESTIONS

When completing an exam task, it is useful to first locate the part of the text that contains the information matching the question you are considering. You can underline this part, as it will help you find the correct answer more quickly and more precisely. Now you will not have to concentrate on the whole text to find the answer you need, but just on that paragraph. It will be also useful when you are double-checking your answers at the end of the exam.

4 FINDING THE RIGHT KIND OF INFORMATION

Please note that the information you need to successfully complete the task may be of different form and length: it can be a single word, a sentence or a larger part of the text. When reading the questions, try to predict what kind of information is needed as it will influence the way you read the text.

5 GUESSING THE MEANING OF UNKNOWN WORDS

Don't panic if you can see unknown words and phrases in the text. Don't focus all your attention on them, as this can block the entire process of understanding the text. Remember that your task is to find the necessary information and not to understand all the words in the text. Try to use the context to guess the meaning of unknown words. You can also use the following clues to guess the meaning of the word:

- its grammatical form – e.g. noun/adjective/adverb
- its position and role in the text – e.g. words like *first/second/next* show the sequence of information, and phrases like *on the one hand/on the other hand/ however/conversely* show contrasting ideas
- its general meaning – e.g. *ginger bread* must mean some kind of bread
- your general knowledge of culture – e.g. if a text talks about healthy food, you can assume that the phrase *nourishing value* means something positive
- the similarity of a given word to a word in your language. However, here you must be very careful and pay special attention to *false friends*.

In the worst case, simply ignore the word or phrase you don't know.

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6 Vocabulary paraphrases

Exam questions are typically constructed in such a way that the information from the text is conveyed by means of vocabulary paraphrases. It means that the exam question will include expressions of similar meaning as the ones used in the text, but they will not be exactly the same. Typical vocabulary paraphrases include:

- synonyms:
  *Grace gave another **clever** answer. = Grace gave another **brilliant** answer.*
- antonyms:
  *The car we finally decided to buy wasn't very **expensive**. = The car we finally decided to buy was very **cheap**.*

7 Grammar paraphrases

Exam questions can also use grammar paraphrases to present the meaning from the text. Often the information in the exam question is the same as in the text, but is phrased differently and different grammar structures are used. Typical grammar paraphrases include:

- tenses:
  *When she **came** home, everybody **had already eaten** dinner. = They **ate** dinner before she **came** home.*
- conditional sentences:
  ***If I had gone** to the party with you at the weekend, I would not have spent the evening at home doing nothing. = **I regret not going** to the party with you at the weekend, I spent the evening at home doing nothing.*
- comparatives:
  *Josh Reynolds is by far **the best** guitar player I have ever heard. = I have never heard a **better** guitar player than Josh Reynolds.*
- quantifiers and phrases such as *some/any/much/many/a few/few*:
  *I know that **many** people liked his latest book, but I didn't. = I am one of the **few** people who did not like his latest book.*

Exam questions which use grammar paraphrases may contain information which is identical to the content of the text; however, it does not always have to be the case. Quite often exam questions contain information which is different in meaning to that used in the text, but looks superficially similar. You have to be very careful, as not all exam questions are synonyms of the information presented in the text, e.g. *When she came home, everybody had already eaten dinner. ≠ When she came home, they ate dinner.*

Finding the right kind of information

1 Read the text below. For questions 1–2, choose the correct answer A–D. For questions 3–4, decide if the sentences are true (T) or false (F). Underline the parts of the text which helped you answer the questions.

1 Briony knew it would be a typical day when

A she was waking up.
B her alarm was ringing.
C she got to the bathroom.
D she was having her shower.

2 In the kitchen,

A she asked her mother for a glass of milk.
B the bread was gone but there were some eggs.
C there was a news programme on TV.
D she heard some surprising news on the radio.

3 Briony's family had no idea she played Lotto every week.

4 Briony's jeans were in her room, but the coupon was gone.

Briony's lucky day

Even when Briony was still half-asleep, she knew it would be one of those days. She was even more certain about it when she realised her alarm clock wasn't working; and she was absolutely sure when she couldn't get to the bathroom because her sister Jess had decided to take a very long shower. Yes, it was going to be another unlucky day in her boring, sixteen-year-long existence.

Feeling sad and unhappy, she went to the kitchen and poured herself a glass of milk. Of course, there was no bread, not to mention eggs. She switched on the radio. An earthquake in Peru... floods in England... storms in Mexico... Great, Briony thought, it is like that all over the world. But then the voice on the radio said something else, something like '... and your lucky number is ...'. Briony pushed the glass away and ran back to her bedroom.

For two months, every week Briony played Lotto, without telling anybody. And now, the voice on the radio said 'ten', and she knew it was the number she'd chosen. Yes! The coupon was in her jeans. She looked around. But the jeans were gone, and she could hear her mother shout happily from the bathroom downstairs, 'Briony, don't look for your jeans! It's your lucky day and they are finally being washed!'

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MATCHING THE INFORMATION IN THE TEXT TO THE QUESTIONS

2 Read the text below. Match questions A–D to paragraphs 1–3. There is one extra question that you do not need to use. Underline the parts of the text which contain the answers to the questions.

A What did many people say they couldn't live without?
B What are the scientists planning to do now?
C Why did people say they didn't care about computers?
D How did the scientists collect information about people's needs?

EYE OPENER

Research finds what people really want

1

A recent research project at Mulberry Institute of Social Studies has found out that most people aren't very materialistic and don't really need as many things as you might think. The scientists gave people a list of things and asked them to choose something they wouldn't be able to live without. Then they interviewed people, asking them to give reasons for their choices.

2

The needs of most people turned out to be very basic. Instead of hi-tech computers, iPods and other gadgets, most people said they wouldn't be able to live without a comfortable bed or a set of good cooking pots. Some people even said they didn't want anything as long as their health was OK, they had a job, and their family was happy.

3

The scientists will now move on to the next part of the project, in which they will try to interpret the results and explain why people want to have so little. At the same time, they will keep watching social trends and collecting more information. The future will show if it is the beginning of a real change of values, or perhaps just a passing trend?

PREDICTING THE CONTENT OF THE TEXT

3 Read the headings A–D below. Try to predict the content of the text for each of the headings. Then read the text and choose the heading that best conveys the main idea of the text. Were your predictions correct? Explain why the other headings are not appropriate.

GUESSING THE MEANING OF UNKNOWN WORDS

4 Read the paragraph below and do exercises a–c.

– explorer's diary –

When they think about it now, the whole journey was a **half-baked** idea. They could have propably prepared themselves for it better. But how on earth are you supposed to know these things? After all, no one had ever walked across the Sahara desert in seven days before. No wonder they were so **eager** to become the first ones to do it. However, they hadn't realized how **strenuous** and tiring it was going to be. The wind blew violently while they were slowly making their way through the desert. During the day, there was no place to hide from the scorching sun, so they were **dehydrated** and overheated. At night it was freezing cold, so they were forced to put on all their clothes to keep warm. Yet, despite the **ordeal** they had been through, neither of them had ever suggested giving up. There was some **inexplicable** force that **compelled** them to go forward, even though the thought of three more days of this challenging desert trek **appalled** them.

a Look at the words in bold. Do you know their meaning? What part of speech are they?

b Use the context to guess the meaning of the words in bold that you do not know.

c Circle the correct meaning of each of the words in bold from the paragraph above.

1	**half-baked**	smart / not well planned
2	**eager**	willing / indifferent
3	**strenuous**	exhausting / easy and effortless
4	**dehydrated**	cold / thirsty
5	**ordeal**	difficulties / fun
6	**inexplicable**	obvious / difficult to explain
7	**compelled**	forced / stopped
8	**appalled**	encouraged / scared

ECONOMICS

A **Good and bad sides of living in a big city**
B **Useless survey that cost a fortune**
C **Sensational results of Birmingham survey**
D **Big city fans don't care about traffic jams**

How to spend public money on something that makes no sense? The best idea is a survey like the one which was carried out in Birmingham last week. They decided to find out what people thought about living in a big city. The results of the survey are... well, not surprising at all. To many people, living in a big urban centre is important because there are so many professional and cultural opportunities there. As a result, they like everything about it: the crowds, the noise, even the traffic jams. But to others, a big city means only stress and trouble. They don't like competit and they simply hate the fact that in kind of place you're never alone. All i the survey brings obvious, if predictable answers. It's a shame such an unnecessary initiative cost ten thousand pounds.

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TRUE/FALSE

In this type of task, you need to decide if the given statements convey the same information as used in the text (and mark them *True*) or different (and mark them *False*).

1 Information in the text vs. your general knowledge of the world

Remember that your task is to decide if a statement is true or false in reference to the text, not if it is true in general. Before you decide on the answer, always ask yourself, *Does the text say it is true?* If it does, then it is the right answer, even if it is not quite correct in reality.

2 Sequence of questions

Remember that the questions follow the order of the information in the text.

3 Vocabulary paraphrases

Many true/false statements are built in such a way that the information from the text is conveyed by means of synonyms or antonyms. Watch out for these words:

- synonyms:
  *Jake Myers made another **excellent** movie. = Jake Myers made another **great** movie.*
- antonyms:
  *Whatever happens, do not **switch** the computer **off**. = Keep the computer **switched on** at all times.*

4 Grammar paraphrases

Look out for grammar paraphrases as well. They typically include:

- comparatives:
  *Anne is **taller** than Maria. = Maria is **not as tall as** Anne.*
- tenses:
  *In December this year they **will have been married** for 10 years. = In December this year they **will be celebrating** their 10th marriage anniversary.*
- negations:
  *Mike **never sunbathes** when he goes on holidays. = Mike **does not sunbathe** when he goes on holidays.*
- reported speech:
  *She **said**: "Don't got there because it **is** very dangerous!" = She **warned** me not to go there because it **was** very dangerous.*

Grammar paraphrases using quantifiers and conditional sentences are also quite common.

EXAM TASK

1 Read the following text about the importance of being young. Decide if the sentences 1–6 are true (T) or false (F).

1. In shops, there aren't many things for young people to buy.
2. People began to change their opinion about young people in the 1960s.
3. The more experienced you are, the fewer inhibitions you have.
4. Becoming well-educated isn't difficult but it can be expensive.
5. Most young people don't suffer from the stress of modern life.
6. The text gives particular suggestions how to help young people.

THE YOUNGER, THE BETTER?

NOWADAYS IT IS VERY IMPORTANT TO BE YOUNG. LOOK AROUND, AND YOU WILL SEE YOUNG FACES ON THE COVERS OF MAGAZINES AND IN THE ADS ON TV; SWITCH ON THE RADIO, AND YOU WILL HEAR MUSIC WHICH YOUNG PEOPLE ADORE; GO SHOPPING, AND YOU WILL FIND ALL SHOPS PACKED WITH ITEMS ON SALE FOR YOUNG PEOPLE. THIS TENDENCY TO SEE BEING YOUNG AS SOMETHING BETTER THAN BEING OLD IS A CULTURAL PHENOMENON. BUT IS IT ALWAYS GOOD TO BE YOUNG? AND ISN'T 'YOUNG' SOMETIMES 'TOO YOUNG'?

First of all, let's remember that this cult of youth didn't start so long ago. Before the revolutionary changes in society and culture of the 1960s, it was exactly the opposite: when you were a teenager, you only wanted to become an adult, and to look like an adult, too. It's also important to remember that in many cultures even today there is a lot of respect for the elderly. Such people are well-experienced and can always give you a precious piece of advice.

When people are young, they are usually energetic and bold: they can work for longer periods of time and they are ready to take risks. As they still haven't had much experience, they don't have many inhibitions, which means that there aren't many things to stand in their way. Young people have also got potential – they still have time to develop in many different ways. Because of that, employing young people can be a good investment.

On the other hand, being young doesn't automatically mean you're always happy. There is a lot of competition in society nowadays, which starts even when you're in school. Getting a good education isn't easy and can cost a lot of money.

Next, you have to look for a good job. In spite of the fact that so many employers prefer young people, jobs aren't just waiting for you. And even if you find one, it is often only for a very short period of time.

Statistics show that the heavy burden of the stress of modern life on young people can sometimes bring them a lot of suffering. Most of them can cope with problems very well, but some others break down and lose all hope. If we don't want this to happen, something must be done.

We live in a world in which being young is almost like a religion, so it is our responsibility to offer help to those to whom being young is definitely too young.

2 Check your answers in the answer key on page 227. Find passages in the text that correspond to the exam questions.

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MULTIPLE CHOICE

In a multiple choice task you need to rule out three incorrect answers and choose one answer that is correct. The correct answer should contain the same information as the text.

1 READING THE QUESTIONS AND PREDICTING THE CONTENT OF THE TEXT

Before you start reading the text, first read all the questions and then find in the text the parts that correspond to each question – it can be a single word, a sentence or a paragraph.

2 SEQUENCE OF QUESTIONS

Remember that the questions follow the order of the information in the text. It is safe to assume that the answer to question number two will be somewhere before the answer to question number three. This might help you if you're not sure where to look for the answer to a particular question.

3 USING THE CONTEXT TO RULE OUT THE INCORRECT ANSWERS

Never choose the answer on the basis of one word, as both the correct and incorrect answers may contain the same words as used in the text. Pay attention to the general context of the text, which will help you rule out the answers which are not consistent with it.

4 SELECTING THE CORRECT ANSWER

When choosing the correct answer, always double check if the information in the questions is the same as what is in the text. You may want to underline the parts of the text that contain the answer you need, which will help you finish the task more quickly.

5 MAIN IDEA VS. IDEAS OF SECONDARY IMPORTANCE

It is important for you to be able to locate the main idea of the text and separate it from ideas which are only details or illustration of the main idea. This will help you answer the questions correctly as a lot of wrong options in the exam questions ask about ideas of secondary importance.

6 AUTHOR'S OPINIONS AND INTENTIONS

Some multiple choice questions may ask about the author's opinion or intention – if this is the case, it is usually the very last question in the task. When deciding on the author's opinion, look at the entire text and not only at its last part. Think about how you would summarise the text, as this will help you choose the correct answer.

7 PARAPHRASES

Pay particular attention to grammar and vocabulary paraphrases, as these often appear in multiple choice options.

8 INFERRING THE INFORMATION

It may happen that an exam question will ask for information which is not directly stated in the text but needs to be inferred on the basis of other clues. Take a look at an example: a paragraph taken from a film review and a multiple choice question refering to it:

I saw this film last month and I must say the script was well-written, the events believable and the actors' performances convincing. At first, I thought that it was going to be boring and uneventful, but it was not the case. I have seen this film one more time since then. The only weak point was the soundtrack, which was a bit annoying at times, but the plot made up for it brilliantly.

1 The author of the review

A was bored by the movie.
B enjoyed the movie a lot.
C particularly liked the soundtrack.
D will see this film one more time soon.

The writer does not say directly that he enjoyed the movie, but it can be inferred on the basis of the expressions he uses to talk about it.

EXAM TASK

1 Read the text below. For question 1, choose the correct answer A–D.

NEWS NEWS NEWS NEWS NEWS

A youth will go on trial today in Alabama accused of murder. If found guilty, he could face life imprisonment or the death penalty. His defence is that a video game, Grand Theft Auto, made him do it... Devin Moore, 18, was being questioned about a stolen car when he took a policeman's gun and shot him in the head. Before escaping in a police car, he killed two more policemen. When captured, he said, 'Life is like a video game. You have to die sometime.'

1 Which of the titles best fits the text?

A Policeman shoots 18-year-old boy.
B Video games even more popular.
C 18-year-old criminal 'inspired' by video games.
D The great escape.

2 Check your answer in the answer key on page 227. Underline the fragment in the text which helped you choose the correct answer and explain why the other options are incorrect.

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EXAM TASK

3 Read the following text about a new museum. For questions 1–6, choose the correct answer A–D.

1 **The new exhibition in the city of Mulberry**
- A has just opened.
- B started by accident.
- C is next to the bank.
- D is very modern.

2 **If you want to visit the museum, you**
- A can do it every day.
- B have to enter the bank.
- C need to climb the stairs.
- D must buy a ticket.

3 **The exhibition makes it possible to understand**
- A how modern the Medieval building technique was.
- B why it wasn't nice to live in a Medieval house.
- C why Medieval city walls were so small.
- D how the world has changed since the Middle Ages.

4 **According to the text,**
- A there is nothing unusual about old pots and coins.
- B some objects are more interesting than children's toys.
- C children's toys are more interesting than ornaments.
- D the board isn't as old as other objects in the museum.

5 **The exhibition in Mulberry is especially interesting because it presents**
- A new objects that have just been found.
- B contrasts in Medieval life.
- C the past and the present.
- D a cash machine in the Medieval street.

6 **The main aim of this text is to**
- A inform the reader.
- B warn the reader.
- C make fun.
- D criticise.

4 Check your answers in the answer key on page 227. Find passages in the text that refer to the exam questions.

5 The questions below correspond to the questions 1–6 in the exam task. Read the text again and answer them.

1 Find in the text the same word as in answer D. Why is this answer incorrect?
2 Find in the text the part where it talks about the stairs. Why is answer C incorrect?
3 Why are answers A–C incorrect?
4 Underline in the text the part which refers to answer A.
5 Underline in the text the part which refers to answer C.
6 What words or phrases would have to appear in the text in order for the answers B, C and D to be correct?

MULBERRY'S PAST IS UNDER THE BANK

LATER TODAY, THE CITY OF MULBERRY WILL GET A NEW, UNUSUAL EXHIBITION. IT ALL STARTED THREE YEARS AGO. WHEN A NEW BANK WAS BEING BUILT IN THE CITY CENTRE, CONSTRUCTION WORKERS SUDDENLY CAME ACROSS AN OLD WALL. THEN THEY FOUND LARGE FRAGMENTS OF AN OLD STREET AND TWO HOUSES. ACCORDING TO PROFESSOR LAURA ADAMS, HEAD OF THE ARCHEOLOGICAL DEPARTMENT OF THE LOCAL UNIVERSITY, THESE STRUCTURES WERE ABOUT SIX HUNDRED YEARS OLD. THE CITY COUNCIL DECIDED TO KEEP ALL OF THEM, BUT AT THE SAME TIME, BUILD THE BANK. AS A RESULT, MULBERRY WILL GET A MUSEUM OF ITS PAST UNDER A VERY MODERN BANK.

The museum will have the same opening hours as the bank, so it will be only possible to visit it from Monday to Friday, 9a.m.-6p.m.. To see the exhibition, people will first go into the bank, then turn right and go downstairs. The underground museum has three large rooms. Its main part is a reconstruction of a fragment of the Medieval city of Mulberry. And by the way, visitors don't need to pay anything.

The exhibition has some interesting points. For example, it's fascinating to check in detail how houses in the Middle Ages were built. Techniques and materials used at that time were rather primitive, but the house looks quite comfortable. And the city wall seems now so small – it's strange to think that once it was big enough to protect the city against its enemies.

Together with the structures, the workers found a lot of everyday objects. Apart from the typical collection of old pots and coins that you can see in many museums of the world, there are certain things that are more unusual: children's toys or beautiful ornaments. Probably the most extraordinary object in the exhibition is a small wooden board with a text which looks like a shopping list!

The exhibition in Mulberry, which will open today in the afternoon, will certainly become one of the most attractive points of interest for tourists as well as local people. It's extremely interesting, full of original objects, and very well organised. But there is one more attractive thing about it. The museum is located under the bank, and this shows the contrast between the old and the new in the best possible way. Just go there on a busy Monday, walk along the Medieval street and listen to the cash machines upstairs – the rhythm of contemporary life.

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MATCHING

When doing a matching task, you need to match given elements (e.g. names of places, speakers, titles, headings, summaries) to various short texts or paragraphs of one longer text. The task typically contains one extra element, which cannot be matched with any of the texts or paragraphs. Your task is to rule this one out and match the other ones correctly. Therefore, the strategy that you need to apply while doing a matching task differs from the strategies used in other types of tasks.

1 Establishing the type of matching

Read the instructions carefully to know what exactly you need to do. Before you start, you need to know what elements you have to match to each other: headings or summary sentences to paragraphs, or maybe questions to parts of the text that contain the answers? Depending on what elements you are asked to match, you need to employ different strategies:

- matching headings or summary sentences to paragraphs – in order to do this correctly, you should locate the main idea of the entire text or its particular paragraphs, on the basis of which you should choose your answer.
- matching questions to paragaphs – you need to find the parts of the text which contain the answers to the exam questions.
- matching statements to paragraphs – esentially, your task is to find the parts of the text which convey the same information as the statements, but expressed in different words.

2 Dealing with extra items

Remember that matching tasks often include one or more extra items which you do not need to use.

3 Sequence of questions

In a matching task, the questions are usually listed in random order. You should be aware that the information you need to answer the first question might be located, for example, in the last paragraph of the text.

4 Questions about the main idea

Remember that virtually all the questions provided in a matching task are about extracting the most important information from the given piece of text. Therefore, all the questions ask about the main idea of the text or the paragraph.

EXAM TASK

1 Read the article below. The headings have been removed from the text. Match the headings A–G to the paragraphs 1–6. There is one extra heading that you do not need to use.

A **Move** your body
B **Become** a dreamer
C **Make** new friends
D **Have** a chocolate
E **Have** a good read
F **Talk** to people
G **Play** that song

SIX GREAT WAYS TO RELAX

You may be a student, a doctor or a businessperson whatever your age or job, from time to time you need to slo down and relax. But do you know how to relax successfully In this article, we've collected ideas from all over the wor and formulated six great, effective ways to relax.

1 ☐

For a long time we have all known that sweets do us good: the calm us down and make us smile. Well, it's true that they are f of calories and sugar, but from time to time, when you're rea unhappy, a small candy or ice cream won't do you any harm.

2 ☐

Remember that every type of physical exercise helps you rela You don't need to run for miles! Just try to walk a bit more ofte or use the stairs at work instead of the lift. Or get yourself a d and take it for long walks every day. This will make both you a the dog happy!

3 ☐

Some people say that when they are doing this, they forg about the whole world. And that's the point! If you want to rela you should be able to distance yourself from all the everyd worries. An interesting book will really help you to take it easy

4 ☐

In today's world, many people think that they must be seriou and rational. They often say, 'Be realistic!' But if you want relax, you need to do just the opposite – you need to imagi something absolutely unrealistic. Stop thinking for a while, a you'll feel much better!

5 ☐

Tuning in to your favourite kind of music is one of the best ways relax. It has a positive influence on our brain. With some peop it's like reading because when they are listening, they forg about everything. Try to make it even more relaxing, and dance

6 ☐

Finally, remember to contact somebody you care for – and mean real contact, not just texting or emailing them. You can t them about your worries, but it's even better to listen to the Listening to others will not only make you relaxed, but also better person.

2 Check your answers in the answer key on page 227. Look at the text again and underline the parts in each paragraph which helped you choose the correct answers.

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EXAM TASK

3 Read the descriptions of people 1–5 and the book reviews A–F. Match each person to a book that he or she might be interested in reading. There is one extra review that does not match any of the people.

1 ☐
Chris
Chris is a student. He is very interested in travelling and extreme experiences. He likes reading true stories of people who did something unusual and dangerous.

2 ☐
Isabella
Isabella is a business woman. She works a lot and hasn't got much free time. She likes short stories, because she can finish them quickly. She would like to read some really interesting and unusual ones.

3 ☐
Karl
Karl travels a lot on business. He would like an exciting book that is not very serious or difficult so he can read it on trains and planes. He enjoys detective novels set in real places.

4 ☐
Elena
Elena is an art teacher from Prague. She likes reading interestingly written true stories about the lives of famous people from history, especially great women.

5 ☐
Tereza
Tereza works as a DJ on the radio. She enjoys stories about ordinary people and especially about their love lives. She would like to buy something light-hearted and amusing.

A BOOK FOR EVERYONE!

This is our selection of perfect summertime books. Read the reviews and choose the book that suits your taste!

A Charles Nicholl *Leonardo Da Vinci: The Flights of the Mind*

This beautifully written book is an excellent introduction to the life and times of the great painter and inventor Leonardo da Vinci. It describes his personal life as well as his artistic achievements. Recommended for anyone with an interest in Da Vinci, Renaissance art or just a good biography.

B Ernest Shackleton *South*

In 1915, explorer Ernest Shackleton with 27 men set out to cross Antarctica on foot. After their ship was crushed by ice, he had to find a way of rescuing his crew from the frozen Antarctic wilderness. In this book, Shackleton himself tells the story of the 20-month battle for survival and the amazing rescue. Unforgettable.

C Ian Rankin *Let It Bleed*

Another story about the well-known inspector John Rebus starts with a car chase through the streets of Edinburgh on a winter night. This is not the pretty Edinburgh known to tourists, but a city with poverty, crime and corruption. Politicians try to stop Rebus from investigating a mysterious death. Dark, thrilling and unpredictable, this novel will hold your attention from start to finish.

D David Starkey *Elizabeth*

In this fascinating new biography, historian David Starkey focuses on the early years of the life of Queen Elizabeth I. His narrative gives the reader an insight into the great monarch's character and relationships as well as historic events. The book reads like a great historical thriller.

E Roald Dahl *Tales of the Unexpected*

The secret of Roald Dahl's success is a mix of great storytelling, sometimes macabre sense of humour and completely unexpected endings. Each of the short stories in this great collection will keep you hooked from the beginning to the end.

F Nick Hornby *High Fidelity*

Rob, the owner of a vinyl record store in London, is obsessed with creating 'top five' lists of everything. After his girlfriend Laura leaves him, he goes through his 'top five' failed relationships, trying to understand what he's doing wrong. Wildly funny and sometimes serious, this is a novel about men, women, relationships, and the love of pop music!

4 Check your answers in the answer key on page 227. Find sentences in the reviews that helped you choose your answers.

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GAPPED TEXT

This is a special type of matching task in which you have a text with some parts (full sentences or parts of sentences) missing from it. As with all the other types of reading tasks, before you start doing the exam task, read the text ignoring the gaps to get the overall idea of what it is about.

1 THE CONTENT OF THE GAPS

Read the instructions carefully and look at the text to check what needs to be put into the gaps: full sentences or parts of sentences.

2 REFERENCE WORDS AND HELPFUL LINKS

When completing the gaps, look for words which are used to refer to sentences that come before or after the gaps. Pay special attention to:

- cause and effect markers: if a sentence talks about an action, then the next one will most probably talk about its effect:
  *To the surprise of the opposition party leaders, the government abolished the income tax (**action**). In this way the cabinet earned people's votes and won the elections easily (**effect**).*
- pronouns and determiners: if they are used in the sentences, they refer to the people or things that are already mentioned in the text:
  *Last Friday I went shopping with Jane. I knew **she** liked buying clothes, but I didn't expect **her** to buy five pairs of shoes!*
- chronology markers: look for words like *afterwards, eventually, finally* which show the order of events:
  *I couldn't find the tie anywhere. **First** I checked the wardrobe, **then** the chest of drawers – nothing. **Finally**, after wasting three hours looking for it around the house, I found it in the wastebasket.*
- vocabulary paraphrases: neighbouring sentences often refer to the same person, thing or concept but use different words or phrases to describe them:
  *What **the spectators** saw then was probably one of the fastest **vehicles** which had ever been built. Spellbound, **the crowds** cheered and waved as **the car** sped past the stands and vanished in the distance.*

3 DOUBLE-CHECKING YOUR ANSWERS

After you have completed all the gaps, read the text again to see if it is sensible and consistent. Make sure that the extra sentence does not match any of the gaps. Ask yourself: "If I put this part here, will the sentence make sense? Is it a logical beginning or ending in this sentence? If I put this part here, will the grammar be OK?" If the meaning is logical and the grammar is correct, you have chosen the correct answer.

EXAM TASK

1 Read the following article about a car thief. Some phrases have been removed from the text. Match the phrases A–G to the gaps 1–6. There is one extra phrase that you do not need to use.

A giving up his life of crime
B becoming a mechanic
C thinking that he was going to die
D leaving the car unlocked in front of the garage
E because its brakes needed changing
F things always seem to go wrong
G get a proper job

BAD LUCK FOR A CAR THIEF

SOME PEOPLE ARE BORN LUCKY. FOR OTHERS, [1] _____. TAKE THE STORY OF YURI, A CAR THIEF FROM MOSCOW. HE HAD NEVER HAD MUCH LUCK AND HE WAS WONDERING WHETHER HE SHOULD [2] _____. HE LIKED CARS AND THOUGHT THAT HE MIGHT ENJOY WORKING AS A CAR MECHANIC.

One day, he was watching a mechanic in a garage and was just about to cross the road and ask about work when something happened. The mechanic went to the toilet [3] _____! Yuri saw that the keys were inside. He ran across the road, got in, switched on the engine and drove away smiling. He realized that he hadn't really been serious about [4] _____, because it was the only way of life for him.

The first time he realized that something was wrong was at a set of red traffic lights. He put his foot on the brake to stop the car, but nothing happened. He tried again, but the car did not slow down even a bit. He suddenly realized what was wrong. The car had been at the garage [5] _____. The mechanic had taken the old ones out but he hadn't put the new ones in yet! Yuri closed his eyes, [6] _____. He felt the impact of the collision with another car. When he opened his eyes, he realised that he was unhurt. He was just starting to think that he was lucky after all when he saw the car he had crashed into. It was a police car with two angry policemen inside! Yuri got arrested for stealing a car and fined for causing a traffic accident. In the future he will think twice before he breaks the law again!

2 Check your answers in the answer key on page 227. Read the text one more time and underline phrases that helped you choose the correct answers.

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GAP FILLING

In this type of task, you will get a set of gapped sentences, a form, or a fact file with some information missing. Your task will be to complete the gaps using the information you find in the text. The sentences you need to complete are only paraphrases of what you read in the text – they convey the same information, but they are not phrased in the same way.

1 NUMBER OF WORDS IN A GAP

Sometimes the instructions specify the number of words you can write, so make sure your answers are the right length. If the instructions say you have to write one or two words, your solution of three words will not be accepted, although otherwise it may be correct.

2 PREDICTING THE CONTENT OF THE GAP

Read the gapped sentences carefully before you start doing the exam task and try to guess what word category is missing from each gap. If you do this, it will be easier for you to find the correct answers.

3 SEQUENCE OF QUESTIONS

The sentences you have to complete are given in the same order as the information in the text. Bear this in mind when you work through the task.

1 The sentences below come from a sample exam task. Read them and try to guess what part of speech is missing from each gap.

1 The woman was sentenced to [1]_____ years in prison for [2]_____ £250,000.
2 Emma Golightly tricked four men by pretending to be a [3]_____ businesswoman.
3 She supposedly suffered from [4]_____.

2 Read the complete paragraph now and complete the gaps in Exercise 1. Were your predictions correct?

A Newcastle woman who admitted stealing over £250,000 has been sentenced to two years in prison. The defendant Emma Golightly, nineteen, convinced four men she was a rich businesswoman suffering from terminal cancer in order to get expensive gifts and gain access to their credit cards and bank accounts. ■

EXAM TASK

3 Read the following text about the history of English in the USA. Complete the gaps in statements 1–5 with a maximum of three words using the information in the text.

1 Nobody knows why the first group of English travellers to America _____.
2 The first _____ of immigrants was set up in Chesapeake Bay in 1607.
3 The next wave of settlers came from _____ in the 18th century.
4 Slavery began in 1619, when the first _____ slaves were brought from Africa.
5 English remained the _____ because the immigrants wanted to be part of the new society.

AMERICA
THE MELTING POT

In 1584 a group of English explorers tried to start a colony in the 'New World'. It was near Roanoke Island in what is today the American state of Virginia. Conditions, however, were hard and there were frequent conflicts with the native Indians. Six years later, in 1590, more ships arrived with supplies and new colonists. But the original settlers had all disappeared. The mystery of what happened to them has never been solved.

Fortunately for the worldwide importance of the English language (although perhaps less fortunately for the native Indians), the English did not give up, and in 1607 the first permanent settlement of English-speaking immigrants was established in Chesapeake Bay, not far from Roanoke Island. These first settlers came mainly from the 'West Country' of England and spoke with Somerset or Gloucestershire accents. During the 17th century many more immigrants with a wide variety of English accents landed on the eastern shores of the 'new' continent.

They were followed in the 18th century by huge numbers of Irish and Scottish immigrants: fifty thousand in the 1720s alone. By the time independence was declared in 1776, it is thought that one in seven of the colonial population was Scots-Irish, but of course English was the language of the newly independent country.

The first African slaves – only twenty of them – were brought to Virginia in 1619. By the time slavery was abolished in 1865 after the US Civil War, there were over 4 million. The slaves had come from many different language backgrounds, and in order to communicate together, they created their own version of English, which would help the development of 'American English'.

In the 19th century there was a dramatic increase in American immigration as people escaped from wars, revolution, poverty and famine in Europe. The population rose from only 4 million in 1790 to over 50 million a hundred years later. Irish, Germans, Italians, Poles, French, Greeks, Central European Jews and many more came looking for a better life. However, although they all spoke their own languages, the desire to become part of their new country and learn its language was strong, and so English kept its status as the dominant language.

Since 1900 even more immigrants have come to the USA from around the world – Asia, Africa and especially Central and South America – increasing its population to over 300 million. Spanish is now the second most widely-spoken language in the USA. It is estimated that up to 40 million people speak it at home. However, today, 400 years after the first colonists landed in Chesapeake Bay, English remains the USA's only national language.

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EXAM STRATEGIES

1 READING THE INSTRUCTIONS

Regardless of the type of task you are going to tackle in the exam, remember to read the rubrics carefully before you start. The instructions will tell you precisely what you are supposed to do in the exam task and where to write your answers. By reading the rubrics first you will find it much easier to complete the task successfully. Remember that your answer will only be marked as correct if it is given in the way that the task asks you to, so do not use more words than the instructions say and write your answers exactly where you are asked to.

2 READING THE TEXT FOR GENERAL UNDERSTANDING

Most of the exam tasks in the Use of English part of the exam are based on a continuous text (e.g. open cloze, multiple choice or word building). Remember that the first thing you ought to do after you read the instructions is to read the text ignoring the gaps to get the general idea of what it is about. When you choose your answers you have to make sure that your ideas fit the grammar and the register of the text as a whole, not only the one sentence you are working with. Consider an example from a multiple choice task:

I regret _____ that, but it was an honest mistake, really.
A saying **B** said **C** to say **D** say

If you look at this sentence taken out of context, both options A and C could be used to complete the sentence so that it is grammatically correct. Thus, you must read the whole paragraph to be able to decide what the correct option is:

I understand all this now and I know that I shouldn't have reacted like I did. I shouldn't have told them to go. I regret _____ that, but it was an honest mistake, really. I had no idea that they were going to take offence.

Only if you consider the whole paragraph is it clear that the correct option is A. Lots of mistakes made in the exam are caused by choosing words which go with the words before or after the gap, but fail to complete the rest of the text in a meaningful way.

3 PREDICTING THE CONTENT OF THE GAP

Before you complete the gap, it is extremely important that you determine what kind of expression is missing from it. Look at the words immediately before and after the gap and decide what word you need: a noun, a verb, an adjective? Are you supposed to complete a collocation or rather you need an auxiliary verb to form a correct grammar structure? If, for example, an adjective is missing, try to determine whether it should be positive or negative. When you decide on this, it will be much easier for you to come up with a correct answer. Also, remember to make sure the word you choose is correct in both the context of the one sentence where it is being used and in the context of the text as a whole.

4 DEALING WITH UNKNOWN WORDS

Do not panic if you encounter some words or phrases in the text which you do not know. Remember that it is never necessary to understand every word to complete the exam task, so do not let yourself be distracted by any expressions that you do not know. Make sure you have general understanding of what the text is about and learn how to select the information that you really need in order to complete the task.

5 MANAGING YOUR TIME

If you are experiencing problems doing one of the tasks, you can skip it and do another one first, so that you do not spend too much time on one task and, as a result, run out of time to do the others. The order in which you tackle the exam tasks is entirely up to you. You can go back to a more difficult task later, when you have already done the easier ones.

6 PROOFREADING YOUR WORK

After you finish doing the tasks, remember to go over your answers carefully one more time to make sure all your answers make sense in the context of the whole text. Pay special attention to spelling and grammar, as your answers in this part of the exam are required to be 100% correct. Do not leave any gaps unanswered – if you are not sure what the correct answer is, make an educated guess.

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PREDICTING THE CONTENT OF THE GAP

1 Read the sentences below. Try to guess what words are missing from the gaps. The words in bold should help you.

1 The kids _____ **playing** football in the street when the accident happened.
2 I gave him _____ interesting **book** for his birthday.
3 Jim was _____ **housework** when he heard the news on the radio.
4 _____ **the fact** that they lost the first three games, Manchester United went on to win the cup.
5 Our car **broke** _____ on the motorway near London.
6 She really **hates** _____ to discos with her workmates.
7 My neighbours' car _____ **stolen** from the parking lot yesterday.
8 Mark _____ **drive** us to the party tonight; his parents allowed him to take their car.
9 He is a very trustworthy person; you can always **rely** _____ him.
10 **The book** _____ they recommended to me was actually very good.

2 Read the sentences in Exercise 1 again. For each gap 1–10 choose the correct option A–D. Are any of the answers the same as your ideas?

1	A was	B are
	C were	D do
2	A an	B the
	C a	D Ø
3	A making	B preparing
	C doing	D having
4	A Though	B Despite
	C However	D But
5	A down	B up
	C away	D off
6	A going	B to go
	C go	D to going
7	A had	B was
	C were	D have
8	A should	B can
	C must	D might
9	A on	B of
	C to	D for
10	A what	B who
	C that	D where

3 Which grammatical/lexical point was tested in each question in Exercises 1 and 2? Match the points below (A–J) to the questions 1–10.

A dependent preposition
B linking word
C phrasal verb
D relative pronoun
E verb + noun collocation
F passive voice
G past tense
H verb pattern
I article
J modal verb

SENTENCE TRANSFORMATIONS

In this task you will get a set of sentences and you will be asked to rewrite them. There are two types of sentence transformations that you might encounter in the exam: in the first type you will get the original sentence as well as the beginning and the ending of the new sentence. Your task is to complete the new sentence so that the meaning stays the same as in the original. Remember that you cannot change anything in the phrases you were given. Consider an example:

Jack is too young to go to the cinema with us.
Jack is not *old enough to go* **to the cinema with us.**

The second type is quite similar – the only difference is that this time you will additionally get a word that you must use in your sentence, without changing its form in any way. Take a look at another example:

I regret not buying that CD when I was in London last week. **WISH**
I *wish I had bought* **that CD when I was in London last week.**

It might also happen, that one sentence will test your knowledge of more than one structure, for example:

'Please don't say anything to my parents,' the boy said to his neighbour.
The boy asked his neighbour *not to tell* **his parents anything.**

Two grammar points are tested here: you are supposed to use indirect speech instead of the quote from the original sentence and change the reporting verb from *say* to *tell*. Basically, you have to pinpoint the exact meaning of the original sentence and write a new one that says the same as the original, but using a different grammar structure. Sometimes, there might also be a limit of words that you are allowed to use (usually between two and five).

1 READING THE INSTRUCTIONS

It is extremely important that you read the rubrics carefully before you start doing the exam task. Establish the type of transformation that you are supposed to do – have you got a word that you must use, or just the beginning and the ending of the new sentence? Remember that the meaning of the new sentence must be as close as possible to the meaning of the original sentence. If you were given a word that you must use, remember not to change its form in any way. If you were given a word limit, remember not to use more words than you are allowed. Your answer must be fully correct, so pay attention to grammar and spelling as well.

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2 DOING THE TRANSFORMATIONS

Sentence transformations are aimed at testing your ability to use various grammar structures. The most important thing to do when dealing with this part of the exam is to determine what grammar structure you are supposed to complete. Typical grammar and lexical points that are tested in the exam include:

Reported speech
'Can you help me with the gardening?' my uncle asked me.
My uncle asked me *if I could help him* with the gardening.

Passive voice and 'have something done'
He went to the doctor to check his eyesight. **HAD**
He *had his eyesight checked* by the doctor.

Conditionals
You failed the exam because you did not prepare well enough.
You *would have passed the exam* if you had prepared well enough.

Wish/if only/would rather
Please do not smoke here.
I'd rather *you did not smoke* here.

Tenses
Today is their 10th wedding anniversary. **FOR**
They *have been married for* 10 years.

Inversion
You do not often meet such a sophisticated person as Mark.
Rarely *do you meet* such a sophisticated person as Mark.

Linking words
I really liked that movie, even though it was so long.
Despite *the movie being so long*, I really liked it.

Modal verbs
You are not allowed to touch anything here until I come back. **MUST**
You *must not touch* anything here until I come back.

Past modal verbs
It is possible that she did not go to work yesterday, but I do not know for sure. **NOT**
She *might not have gone* to work yesterday, but I do not know for sure.

Verb patterns
His mother made him do the housework.
He *was made to do* the housework.

Phrasal verbs
The boss cancelled the meeting at the last minute. **OFF**
The boss *called off the meeting* at the last minute.

3 PROOFREADING YOUR WORK

When you have done the transformations, go over the sentences one more time to check if they are logical and grammatically correct. Make sure that their meaning is as close as possible to the meaning of the original sentences, and that you have not changed the form of the words and phrases you were given. Finally, pay attention to spelling, as you are not allowed to make any spelling mistakes in this part of the exam.

1 Look at a sample sentence from an exam task. Answer questions a–c.

1 Jack keeps asking silly questions, it's driving me mad! **WISH**
I _____ silly questions, it's driving me mad!

a Look at the sentence and the word given. What structure are you supposed to use in the new sentence?

b Look at the answer below. Is it correct?
I *wish Jack kept asking* silly questions, it's driving me mad!

c What changes do you need to make in the sentence above? Rewrite it.

2 Look at another two examples from an exam task. For each of them, do exercises a–c.

1 We had to hire a painter to redecorate our flat. **HAVE**
We _____ redecorated by a painter.

a What structure are you supposed to use in the new sentence?

b What tense do you need to use in the new sentence?

c Do the transformation.

2 I am sure it was Jake who did it, it's the only explanation.
It _____ Jake who did it, it's the only explanation.

a What structure are you supposed to use in the new sentence?

b What modal verb do you need to use in the new sentence?

c Do the transformation.

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3 **Read the sentences below and decide what grammar structures are tested in each of them.**

1 I have never heard such ridiculous advice.
Never __have I heard__ such ridiculous advice.

2 We are not going to start working unless they pay us. **IF**
We are not going to start working __if they don't pay__ us.

4 **Read the sentences below, decide what grammar structures are tested in each of them, and do the transformations.**

1 I have not played football for ages.
It's ages _____ football.

2 I will lend you the money if you pay me back next week. **AS**
I will lend you the money _____ me back next week

EXAM TASK 1

5 **For questions 1–5, complete the second sentence so that it means the same as the first sentence. There is an example (0) at the begining.**

0 They came here on Friday.
They __have been here__ since Friday.

1 We finished doing the housework before Jack arrived.
By the time _____ doing the housework.

2 She was late for school because she missed the bus.
If she hadn't missed the bus, she _____ late for school.

3 'When did you start learning English?' the teacher asked us during the first lesson.
During the first lesson, the teacher asked _____ learning English.

4 No one has told Mike about the change of venue.
Mike _____ about the change of venue.

5 It's a pity I didn't prepare well for the exam.
I regret _____ for the exam.

EXAM TASK 2

6 **For questions 1–5, complete the second sentence so that it means the same as the first sentence, using the word given. Do not change the word given. There is an example (0) at the begining.**

0 It's a pity you are not here.
I __wish you were__ here! **WISH**

1 'OK, the car can be yours for 500 dollars,' said Mike. **SELL**
Mike _____ the car for 500 dollars.

2 I did not know that we were supposed to pick him up from the airport. **DID**
Little _____ were supposed to pick him up from the airport.

3 I have had enough of your rude behaviour and I will not tolerate it anymore! **UP**
I will not _____ behaviour anymore!

4 I have never watched a Bond movie before. **FIRST**
It's _____ watched a Bond movie.

5 Jim has a lot more friends now than when he lived abroad. **FEWER**
Jim used _____ when he lived abroad.

7 **Look at the exam tasks in Exercises 5 and 6 once again and explain why the answers below are incorrect:**

EXAM TASK 1:

1 By the time __Jack arrived we finished__ doing the housework.
2 If she hadn't missed the bus, she __would not be__ late for school.
3 During the first lesson, the teacher asked __us when did we start__ learning English.
4 Mike __was not told__ about the change of venue.
5 I regret __preparing__ for the exam.

EXAM TASK 2:

1 Mike __agreed selling__ the car for 500 dollars.
2 Little __I knew__ were supposed to pick him up from the airport.
3 I will not __put up with__ behaviour anymore!
4 It's __the first time I__ watched a Bond movie.
5 Jim used __to have few friends__ when he lived abroad.

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MULTIPLE CHOICE

In this task you will read a text with gaps. For each gap there is a choice of four different options and your task is to choose the correct one. The wrong answers can be incorrect for several reasons: the meaning might be wrong, the grammatical form might be inappropriate or the word might not form a correct collocation with the word(s) before or after the gap.

1 READING THE TEXT FOR GENERAL UNDERSTANDING

Before you start doing the exercise, read the text ignoring the gaps to know what it is about. Do not pay too much attention to unknown vocabulary, as you will not need to know every word to complete the exam task successfully.

2 PREDICTING THE CONTENT OF THE GAP

Before you look at the options A-D, decide what part of speech is missing from each gap or what grammar structure needs to be completed. Try to think of a word that would complete the gap in a meaningful and grammatically correct way. Then check if your answer is available in options A–D – this may well be the correct answer.

3 RULING OUT THE INCORRECT ANSWERS

Sometimes it might be useful to rule out the incorrect answers before deciding on the correct one. Look for words which are grammatically incorrect, illogical in the given context or belong to a different word category than required in the gap. You can do this before you choose your answer, so it is easier for you to concentrate on the remaining options, or afterwards, to make sure your answer is correct.

4 CHOOSING THE CORRECT ANSWER AND PROOFREADING YOUR WORK

Your answers must be grammatically and lexically correct. They must fit in with the words immediately before or after the gap and make sense both in the sentence where they are used and in the context of the whole text. After you finish choosing the answers, read the text one more time to check if it sounds natural and logical.

PREDICTING THE CONTENT OF THE GAP AND RULING OUT THE INCORRECT ANSWERS

1 Below you will find a sentence taken from a multiple choice task. Read it and do exercises a–c.

Jack [1]_____ take us to the cinema tonight.

a What part of speech do you need to complete the gap?

b Read the options A–D below. Which two options could you use in the gap so that the sentence is grammatically correct?

A might B is C does D can

c Read the paragraph below. Which option A–D is the correct answer?

We are quite lucky! Jack [1]_____ take us to the cinema tonight. He talked to his parents and they allowed him to take the family car.

READING THE TEXT FOR GENERAL UNDERSTANDING

2 Read the text below and ignore the gaps. Decide if statements A–C are true (T) or false (F):

A The writer is fond of his small town childhood.
B The writer did not have any siblings.
C Yorksville is still the same as it was when the writer was young.

YORKSVILLE

I grew up in a small town called Yorksville, just outside of Boston. It is one of those average places you sometimes see in the movies: a bit dull but quiet and peaceful at the same time. I clearly remember the **people** [1]_____ lived in my street – the nicest folks you can imagine.

I had a lot of friends there and I **enjoyed** [2]_____ with them after school. With my best friend Tom, we would read comics all the time and secretly **listen** [3]_____ CDs from my dad's collection.

I was never much of an athlete. I mean, I tried to [4]_____ some **exercise** at least once a week to keep fit. I started jogging but I was too lazy and gave it up in the end. Besides, Yorksville [5]_____ **be** very windy in winter, and jogging in this kind of weather is no pleasure at all, believe me.

We [6]_____ **living** in a small flat when my brother was born. We all needed more space, so my parents decided to move to [7]_____ detached **house**. My father found a great place in the suburbs, and decided to buy it **even** [8]_____ it was in poor condition. He renovated the house with the help of his friends and made it look as good as new. I remember very well the day we moved in because I had **broken** [9]_____ with Amy, my girlfriend, the day before.

My parents still live there – the town has got bigger and it is quite busy right now. A few modern housing estates have been built over the years and a new shopping mall [10]_____ **opened** last month, so Yorksville is no longer the quiet town it used to be.

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PREDICTING THE CONTENT OF THE GAP

3 **Read the text in Exercise 2 again. Look at the gaps and decide what part of speech is missing from each gap. The words in bold will help you.**

4 **Read the story in Exercise 2 again. Try to guess the words missing from the gaps.**

RULING OUT THE INCORRECT ANSWERS

5 **Read the story in Exercise 2 again. For gaps 1–10 choose the correct option A–D.**

1	A who	B what	C which	D whom
2	A playing	B play	C to play	D to playing
3	A on	B Ø	C to	D from
4	A make	B making	C do	D doing
5	A should	B can	C must	D ought to
6	A had	B was	C were	D been
7	A Ø	B the	C a	D an
8	A though	B despite	C however	D but
9	A down	B up	C away	D round
10	A had	B been	C was	D is

6 **Check your answers with the answer key. Have you predicted any of the answers correctly?**

EXAM TASK

7 ***Look at the article on the right. You are going to read a story about a surprise trip. Some words are missing from the text. For each gap 1–8 choose the correct answer A–D. There is an example (0) at the beginning.***

8 **The questions 1–8 below are related to the options 1–8 in the exam task. Read it once again and answer the questions.**

1 What other relative pronoun could be used in this sentence instead of *who*? Why are the other options incorrect?
2 What past tense are you supposed to use in this sentence? Why?
3 Is *to* used here as a preposition or as a part of *to*-infinitive? What verb pattern is used afterwards?
4 What part of speech are you supposed to use in this gap? Which option can you rule out as incorrect at the very beginning?
5 The word *arrive* can sometimes be used with the preposition *in*. Why is it incorrect here?
6 What past tense are you supposed to use in this sentence? Why?
7 Which option is not connected with communication and does not make sense at all? Can you rewrite the sentence so that option A (*said*) was the correct answer?
8 The words *trouble*, *difficulty* and *problem* have a similar meaning. Why is *trouble* correct and the other ones are not?

SURPRISE TRIP

On Wednesday, May 23, I got [0] *up* at 4:30 a.m. after five hours of sleep and woke up my 8-year-old son [1] _____ was sleeping beside me. He had no idea that I [2] _____ him to Athens to see the Champions League Final – this was supposed to be his birthday surprise – the night before I had told him that we were going somewhere to get his birthday present, so he did not object [3] _____ woken up in the middle of the night. [4] _____, problems started when we arrived [5] _____ the airport. Just when we were boarding the plane I realised that I had forgotten the tickets for the match. I quickly [6] _____ my wife on my mobile but the tickets were apparently not where I had left them in the morning. I was still whispering on the phone (not to spoil the surprise for Mark) when the flight attendant sternly [7] _____ me to switch my mobile off. What could I do? The plane was taking off at that very moment and we were on it flying to Athens without the tickets. At this point I regretted that I had gone to all the [8] _____ of organising our trip. Just when I was thinking how to break the news to Mark I felt something under my thighs. I reached for it and there were the tickets! They were lying on the seat and I had been sitting on them all that time!

0	A ~~up~~	B on
	C over	D out
1	A which	B why
	C when	D who
2	A took	B had taken
	C was taking	D used to take
3	A to be	B to being
	C being	D been
4	A Although	B Despite
	C Very	D However
5	A at	B in
	C on	D to
6	A called	B used to call
	C was calling	D had called
7	A said	B asked
	C informed	D pleased
8	A problem	B mess
	C trouble	D difficulty

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OPEN CLOZE

In this type of task you will read a text with gaps. Unlike the multiple choice task, this time you will have to come up with the answers yourself, as you will not get a set of options to choose from. When choosing the answer, you will have to pay special attention to the words which come immediately before or after the gap. The missing words are most often *grammar* and *function* words. Read the instructions carefully before you start doing the exercise and remember that you can only put one word in each gap.

1 READING THE TEXT FOR GENERAL UNDERSTANDING

Before you start doing the exercise, read the whole text ignoring the gaps so that you know what the text is about. Pay attention to the grammar structures being used, as you will have to complete some of them. If you encounter any words that you do not know, do not pay too much attention to them. As long as you have a general understanding of the text, you will not need to know every word to complete the exam task successfully.

2 WORKING WITH THE GAPS

Look at the gaps and try to decide what part of speech is missing from each gap or what grammar structure needs to be completed. Pay special attention to words which come immediately before and after the gap, because they will give you a hint as to what word you should put in the gap. Remember that in this type of task you will have to deal with *function* words, hardly ever with lexical items. You might be required to fill in a gap to complete a variety of structures: for example, you may need to use an appropriate auxiliary verb, complete a collocation, form a correct tense or put in a dependent preposition or a linking word. Narrow your choice: if you know that you need to use a verb, try to work out if it is an auxiliary verb or maybe a modal verb. If you do so, it will be much easier for you to choose the correct word. Look out for punctuation marks, as sometimes they might also suggest the right word to use. Also, pay attention to the register of the text: do not use expressions which are too formal or too informal.

3 PROOFREADING YOUR WORK

When you choose the answer, you need to check whether it is grammatically correct and goes with the words immediately before and after the gap. Make sure that you used the correct part of speech and that you have not made any spelling mistakes. After you finish choosing the answers, read the text one more time to check if your answers sound natural and logical in the context of the text.

WORKING WITH THE GAPS

1 Below you will find a sentence taken from an open cloze task. Read it and do exercises a–c.

The climate of the Earth will change for the worse [1] _____ we stop using greenhouse gases.

a What grammar structure are you supposed to complete in this sentence?

b What words could you use to complete the gap so that the sentence is grammatically correct?

c Read the paragraph below. Which option (*if*, *when* or *unless*) is the correct answer?

The greenhouse effect is definitely one of the most difficult problems of our time. The climate of the Earth will change for worse [1] _____ we stop using greenhouse gases. But seeing as how people nowadays are used to living in comfort, there isn't much chance of this happening.

2 Read the text below. For gaps 1–9, choose the correct part of speech from the box below. The words in bold will help you.

adverb article (x2) linking word preposition (x2) pronoun verb (x2)

PIZZA IN THE SAFE

MRS. ANN FRASER, 48, OF LONG CREEK, COLORADO, [1] _____ UNPLEASANTLY **SURPRISED** WHEN SHE TRIED TO REHEAT A PIZZA SHE HAD PREVIOUSLY ORDERED BY TELEPHONE.

Mrs. Fraser, who owns [2] _____ small **pet shop** in her hometown, was attending a conference on organic food for animals in Denver. Yesterday evening, when she got back to her hotel room **at the end** [3] _____ **a long day**, she **realised** [4] _____ she was feeling rather hungry. Remembering that she still had half of the pizza she had ordered [5] _____ **previous day**, she took it out of the fridge intending to heat it.

'We were cleaning the corridor when she came out and [6] _____ us **if** we could help her to turn on the microwave,' housekeeper **Margaret Atkins** told a reporter of the *Denver Daily Herald*. 'She was staying in one of our [7] _____ **expensive** rooms with no kitchen facilities, so [8] _____ **thought** that she had brought her own microwave with her.' Mrs. Fraser was astonished to **find** [9] _____ that she had accidentally locked her pizza in the in-room safe,' she added.

It took hotel staff two hours to locate the master codes and remove the food from the safe.

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3 **The questions 1–9 are related to gaps 1–9 in the text in Exercise 2. Answer the questions.**

1 What tense do you need to use in gap 1?
2 What article (definite or indefinite) do you need to use in gap 2?
3 You can use only one preposition in gap 3. What is it?
4 The word you need to use in gap 4 is used as a linking word and a relative pronoun. What is it?
5 What part of speech do you need to use in gap 5: a preposition or an article?
6 The verb you can use in gap 6 is used to report questions. What is it?
7 What grammar structure or lexical item do you need to complete gap 7?
8 What pronoun do you need to use in gap 8? Who is saying this sentence?
9 What lexical item do you need to complete gap 9?

4 **Read the text *Pizza in the safe* again. Use the words from the box to complete the gaps 1–9. There are four words that you do not need to use.**

had was more told we asked out
the that most she of a

5 **Look at the words which you did not use in Exercise 4 and answer the questions below.**

a Why is *had* not correct in gap 1?
b Why is *told* not correct in gap 6?
c Why is *more* not correct in gap 7?
d Why is *she* not correct in gap 8?

EXAM TASK

6 **You are going to read a story about a jealous husband. For gaps 1–8, think of a word that best fits each space. Use only one word in each gap. There is an example (0) at the beginning.**

MISGUIDED REVENGE

JACK AND SUSAN TAYLOR LIVED IN 0 _a_ QUIET SUBURB OF KNOXVILLE. HE WORKED FOR THE LOCAL BUILDING COMPANY AND SHE WAS A SECRETARY AT BANK OF AMERICA.

1 ____ some time Jack had suspected that Susan was having a love affair 2 ____ another man, but he had no proof. Having the job that he had, Jack couldn't stay around the house all day 3 ____ check up on his wife and make sure everything was all right.

Then, one summer day, quite unexpectedly, his boss gave Jack an address 4 ____ was only a couple of blocks away from his own house. Thinking that the little detour could go unnoticed, he drove by his home and, sure enough, the bedroom curtains 5 ____ drawn and a brand new red BMW was parked right in front of the house.

Jack acted without giving a second thought to what he was doing. He positioned 6 ____ vehicle next to the flashy red car and loaded a full ton 7 ____ cement into it.

'Justice has been done,' he thought as he prepared to drive away. He sat into the driver's seat and looked into the rear-view mirror only to notice 8 ____ sporty young man leave his house and hop on a bike at the bottom of his garden path. ■

7 **Below you will find examples of wrong answers to Exercise 6. Explain why they are incorrect.**

1 since
2 from
3 in order to
4 where
5 had
6 Ø
7 off
8 the

8 **Read the text *Misguided Revenge* one more time. In which of the gaps were you supposed to:**

a put in an **article**?
b put in a **preposition**?
c complete a **passive structure**?
d put in a **possessive pronoun**?
e put in a **relative pronoun**?
f complete a **verb pattern**?

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WORD BUILDING

In this type of task, just like in multiple choice and in open cloze, you receive a text with gaps. Next to the gaps, there are base words which you are supposed to use to form a word that should go into the gap. Most often you need to change the word category (e.g. a verb into a noun, an adjective into an adverb), but occasionally you will need to change the meaning of the word as well (e.g. change an adjective or a verb into its opposite, or use a plural of a noun). The context and the structure of the sentence will help you decide what part of speech to use. Your answers must be grammatically and lexically correct. You have to pay special attention to spelling as well, because your answer will only be accepted if it is spelled correctly.

1 READING THE TEXT FOR GENERAL UNDERSTANDING

Before you start doing the exercise, read the whole text ignoring the gaps so that you know what the text is about. Do not pay too much attention to unknown vocabulary, as you do not need to know every word in the text to complete the exam task successfully.

2 WORKING WITH THE GAPS

The words which come immediately before or after the gap and the grammar of the sentence will help you determine what part of speech you need to form. Remember that you have to use the base word which is given next to the gap. Usually, it is possible to form several different words from the given base word. When you have established what part of speech you need (e.g. a verb or an adjective), try to predict the meaning of the word that is missing from the gap. Be careful with suffixes and prefixes: *fascinated* is not the same as *fascinating*, *friendly* is not the same as *unfriendly* and *encourage* is not the same as *discourage*. Pay special attention to whether the word you need to use (e.g. an adjective) should be positive or negative – prefixes like *un-, in-, im-, ir-, il-, dis-, mis-* can be all used to form words of opposite meaning.

3 PROOFREADING YOUR WORK

Your answer has to be grammatically and lexically correct. Make sure you used the correct part of speech and that the meaning of your answer makes sense in the sentence. Pay special attention to spelling, as you are not allowed to make any spelling mistakes in this part of the exam. After you finish choosing the answers, read the text one more time to check if your answers sound natural and logical in the context of the text as a whole.

1 Look at the word building tasks below and do exercises a–c.

a Form the opposites of the adjectives in the box by using appropriate prefixes and suffixes: *un-, il-, in-, im-, ir-, dis-, -less*. Next, write the nouns these adjectives are formed from.

ADJECTIVE	OPPOSITE	NOUN
different		
polite		
literate		
relevant		
honest		
careful		
important		
successful		

b Look at the nouns below. Write two adjectives for each of the nouns.

NOUNS	ADJECTIVES
surprise	
comfort	
approval	
luck	
reliability	

c Look at the adjectives below. Write the nouns these adjectives are formed from.

ADJECTIVES	NOUNS
strong	
wide	
long	
high	

WORKING WITH THE GAPS

2 Below you will find a sentence taken from a word building task. Read it and do exercises a–c

> For example, it is now [1] _____ (**possibility**) to broadcast food and snacks commercials which are specifically aimed at teenagers.

a What part of speech do you need to complete the gap?

b Read the sentence again. Use the word "possibility" to form two adjectives of opposite meaning that could be used to complete the gap.

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c Read the paragraph below. Which of the two adjectives is the correct answer?

Recently the government has introduced a series of laws which are supposed to control advertising. For example, it is now [1] _____ (**possibility**) to broadcast food and snacks commercials which are specifically aimed at teenagers. Such products used to be advertised quite freely in the past, but right now they are more strictly controlled.

3 Look at the nouns in the box below and form two verbs for each of them.

NOUNS	VERBS
agreement	
courage	
infection	
installation	
obedience	
plug	
qualification	

4 Choose from the verbs in Exercise 3 to complete the sentences below. Use the verbs in their correct form.

1 It is very important that soldiers never _____ the orders of the general. They must always do what they are told to.
2 Jack Dawson was _____ from taking part in the Athletics World Championship for taking illegal drugs.
3 That was a really bad fall, Jimmy. We must _____ the wound as soon as we get home.
4 OK, perhaps you _____ with me now, but you will soon see that I was right!
5 Although I failed my driving test for the first time, this will not _____ me! I'm going to take it again next month.
6 This new antivirus programme isn't working properly on my computer, so I think I will have to _____ it.
7 You must always _____ a lamp before you change the bulb in it.

EXAM TASK

5 You are going to read an article about a very old postcard. Use the words in brackets to form one word for each of the gaps 1–8. There is an example (0) at the beginning.

Oldest Christmas Card IN SERVICE

Christmas is a very special time of the year for most people, but for the Cliftons of Hastings, Nebraska there is another cause for [0] *celebration* (**celebrate**) this year. They have just received a Christmas card that the family has been using for 50 years today.

It all started when Mr. Clifton's grandmother bought the card to send to her nephew, who had just moved to the West Coast. The card had a [1] _____ (**fun**) cartoon saying, 'The dearest Christmas card for someone dear to the heart.' Inside, it went on with an [2] _____ (**explain**) about the increasing price of greeting cards and how it would be appreciated if the recipient sent the card back so that it could be reused the [3] _____ (**follow**) year.

The card has small tabs for the signature of the [4] _____ (**send**), each of which is to be torn off before the card is posted again.

A few days ago it was sent from a residential care home in Oregon, where David Clifton's elderly father is [5] _____ (**current**) living. 'We asked our children not to [6] _____ (**wrap**) their presents until we opened that envelope for the 50th time. This is really special,' David said.

Each year since 1958 the card has been delivered by the postman to the doors of family members living in the four corners of the country. It has now become such a [7] _____ (**value**) family possession that one family member is always appointed as its safekeeper. The back of the card and the tabs are now full of names and even extra slips of paper have been attached to it to provide more space for writing.

The card has been sent to [8] _____ (**difference**) relatives living in Connecticut, New Jersey, Florida, Nebraska and Oregon.

6 Read the text in Exercise 5 again. In which gaps were you supposed to put in:

- **a noun?**
- **an adjective?**
- **an adverb?**
- **a verb?**

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The most typical writing tasks in most exams at A2/B1 level include two pieces of text: a short one (e.g. a note, a postcard, an email, an invitation, an announcement) and a longer one (e.g. an informal letter or a formal letter). The exam strategies that should be used when tackling these tasks depend on the type of text you are required to produce.

SHORT TEXT · EXAM STRATEGIES

1 TEXT TYPE

The short texts you may need to write will be texts of practical, everyday use. Each of the text types has its own structure and requirements and you will have to bear that in mind when doing the task. You will need to use a variety of appropriate grammar structures, organise your writing in a logical way and pay attention to the spelling. Similarly, you will have to use vocabulary which is natural in the given context as well as use appropriate language register.

2 READING RUBRICS CAREFULLY

Always remember to read the instructions carefully as they will give you all the necessary information about what type of text you are asked to write.
The instructions will also briefly outline the context of your writing, as well as provide some guidelines which you need to follow in your work.
The instructions will tell you exactly what you must write about, what questions you should ask or answer in your writing, what points you are supposed to mention and what the length of your writing is supposed to be. Take a look at an example:

This is part of an email that you received from your English penfriend Mark.

...so I really liked this movie, it was well-scripted, had an interesting plot and my favourite actors were in it, too. How about the last film you saw, what was it? Did you like it? Did it star any famous actors? When and where did you see it? I am really curious, because...

Write him a reply. Answer all his questions. Write 40–60 words.

Always remember to read all parts of the instructions carefully. You will lose points in the exam, if, for example, you forget to answer any questions or fail to include all the necessary pieces of information. Also, pay special attention to the word limit, if it is given, because you will lose points if you write less or substantially more than required. Remember that you can always write a rough copy first and then read it through to check it and introduce all the necessary corrections. In this way your final text will look nice and neat on the answer sheet.

3 APPROPRIACY OF LANGUAGE

Remember that in an exam situation it is always better to use grammar structures and words you know well rather than experiment with new language. It is always useful to memorise a few useful phrases and review typical grammar structures that can be used in almost any type of writing (e.g. opening and closing lines, indirect questions) and use them in the exam paper. In addition, pay attention to whether you are supposed to use formal or informal language.

1 Match the phrases A–K to appropriate text types 1–4. There are two phrases for each type of text. There are also three extra phrases that do not match any of the text types.

TEXT TYPE	PHRASES
1 postcard	_____ _____
2 lost item announcement	_____ _____
3 invitation	_____ _____
4 note	_____ _____

A lost
B Dear Sir or Madam
C greetings from
D invite
E I'd like to ask for compensation
F your mum called
G the weather is awful
H black, size 15x25 cm
I for more information
J contact Joe as soon as possible
K I believe I'm the right candidate

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2 Read the exam task below. From the list A–G, choose three sentences that best convey the context and ideas included in the exam task and put them in the correct order.

You are on a school trip in the mountains. Write a postcard to your Welsh friend Jane. Tell her where you are right now, say if you like the trip and write about your plans for the following day.

A It's my first day at the seaside.
B I'll email you when I get back next weekend.
C I don't like this trip because it's raining all the time.
D Tomorrow me and my family are going to the top of Mont Blanc.
E I'm sitting in the tent with two other guys.
F Our plans for the next few days are still not decided.
G If it is fine tomorrow, we may finally climb some mountains.

1 ☐ 2 ☐ 3 ☐

3 Read the exam task below and pay special attention to the four bulleted pieces of information. There are two possible answers (1–4) for each of the four bullets. Choose the right answer for each bullet and explain your choice.

You are living in Edinburgh and sharing a flat with your Irish flatmate, Ben. You are expecting a parcel to arrive this afternoon but you have to leave house early today. Write a message for Ben, in which you will:
- tell him that a parcel should arrive in the afternoon
- give a reason why you can't stay at home and collect it yourself
- ask Ben to get the parcel for you
- apologize for the inconvenience

1 A I'm expecting a parcel this afternoon.
B They may send me a parcel today.

2 A I can't come home because I have to go to the doctor.
B I won't be here because I have to go to the doctor.

3 A Please ask them to bring the parcel tomorrow.
B Could you take the parcel for me?

4 A Hope it's not a problem for you.
B Sorry you're in trouble.

4 Read the exam task below and underline all the questions you need to answer.

Read the email from your friend Jim. Write a reply. Answer all his questions.

Hi,
Thanks for the message about the holiday trip you're planning. Can you tell me exactly where and when you want to go? Who else is going on the trip? When do I have to decide if I want to go along too?
Jim

5 Read a sample answer to the exam task from Exercise 4. Complete the gaps 1–5 using the phrases A–F. There is one extra phrase that you do not need to use.

A with my girlfriend Amy
B coming back on the last of August
C come before the end of March
D leave on the first of July
E travelling to Mozambique in Africa
F my brother might also be coming

Hi Jim,

Thanks for your email. We are planning on [1]_____. We would like to [2]_____. I will be going [3]_____, and [4]_____, but he is not sure yet. You need to tell me if you want to [5]_____, as we will have to book the plane tickets.

Cheers,

Peter

6 Read the sample answer in Exercise 5 again. Did the writer answer all the questions from the exam task?

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POSTCARD

USEFUL EXPRESSIONS

BEGINNING A POSTCARD

- *Dear Susan,*
- *Hi Peter!*

SAYING WHERE YOU ARE

- *I'm in Rome*
- *I'm spending my holiday at the seaside*
- *I've just arrived at the airport*
- *I'm going to stay here for two weeks*

SAYING WHAT YOU ARE DOING

- *Every day there are many things to do*
- *I'm (very) busy every day*
- *There are morning/evening activities*
- *We climb mountains/visit places of interest*

DESCRIBING THE WEATHER

- *The weather is pretty good/fine/awful/horrible*
- *It's raining/snowing all the time!*
- *It's sunny/cold most of the time*

SAYING HOW YOU ARE FEELING

- *I enjoy it/I'm having a great time*
- *I'm glad/happy/disappointed because...*
- *It's my best/worst holiday/stay abroad ever*
- *I'm enjoying/hating every minute of it*

ASKING ABOUT THE PERSON YOU ARE WRITING TO

- *How about your holidays?*
- *I hope you're fine*
- *I hope you're having a great time*
- *How's your summer/holiday?*

FINISHING A POSTCARD

- *All the best*
- *Best wishes*
- *See you soon*
- *Love*
- *XXX (Kisses)*

SAMPLE EXAM TASK

You are attending a summer course at an English school in Dublin. Write a postcard to your Australian friend Peter. In your postcard, you should:
- explain where you are
- describe two typical activities you do every day
- write what you like most about the course

POSTCARDS ARE WRITTEN IN AN INFORMAL STYLE. START AND FINISH YOUR POSTCARD USING INFORMAL PHRASES.

Hi Peter,

I'm here in Dublin on a summer language course. I'm very busy every day. We have four language classes every day. There are also evening activities; for example, Irish dancing. The weather's rather horrible. Just rain most of the time. I'm enjoying the course because there are so many people from all over the world!

How about your holiday? I hope you're having a great time, too.

Love,
Adam

USE ABBREVIATIONS.

YOU CAN USE PHRASES WITHOUT A VERB. REMEMBER THAT A POSTCARD SHOULD BE CONCISE.

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ANNOUNCEMENT

USEFUL EXPRESSIONS

BEGINNING THE ANNOUNCEMENT

- *Attention!*
- *Announcement!*
- *We're happy/pleased to announce a competition to find an expert on Ukraine*

DESCRIBING THE EVENT

We're happy/pleased to announce...
- *a competition/contest/tournament*
- *a meeting to elect our representative to the School Council*
- *a party to celebrate the end of the school year*
- *an exhibition of paintings by our school artist*

DESCRIBING THE CONDITIONS OF PARTICIPATION IN THE EVENT

- *If you are interested in...*
- *You must be eighteen years old/have some experience of...*
- *To take part, you need to know something about...*
- *To sign up, contact...*

ENCOURAGING PARTICIPATION IN THE EVENT

- *Come on, don't be afraid/it's not difficult/it's easy!*
- *Why don't you come and meet interesting people/see great things*
- *Come and tell us what you think*

INFORMATION ABOUT THE PRIZES AND/OR SPECIAL ATTRACTIONS

- *The prizes include free passes to the National Museum*
- *The winner will receive (a medal/trophy/cup)*
- *Special attractions include a free cruise on the river/a one-day ticket to the National Museum*

EXPLAINING THE SIGN-UP PROCEDURE FOR THE EVENT

- *To sign up, contact John*
- *If you are interested in joining us, call John on 23443223*
- *If you would like to take part in this tournament, contact Peter in 3A*

SAMPLE EXAM TASK

You are organizing a contest about your country for for a group of international students. Write an announcement in which you will:
- describe the contest and explain how to take part in it
- include information about the prizes
- give contact details

REMEMBER TO INCLUDE ALL THE PIECES OF INFORMATION MENTIONED IN THE INSTRUCTIONS.

We're pleased to announce

a competition

to find an expert on Ukraine.

To take part,
you need to know something
about Ukrainian history and geography.
Come on, it's not so difficult!

The prizes include
free passes to major tourist attractions
in Kiev and albums about Ukraine.

If you're interested, contact
Katia in Room 12,
2nd floor, on Monday, 12p.m.-1p.m.

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INVITATION

USEFUL EXPRESSIONS

BEGINNING AN INVITATION

- *Invitation*
- *I'm organising...*
- *I'd like to invite you to...*
- *We are holding...*

INFORMATION ABOUT THE EVENT AND THE OCCASION

- *a birthday party/picnic by the river/exhibition of my photographs*
- *a party to celebrate/mark (my birthday/the beginning of holidays)*

GIVING ADDITIONAL INFORMATION ABOUT THE PARTY

- *If you want, you can bring a friend*
- *You are welcome to...*
- *Come with a friend*
- *Take your favourite music with you*
- *Come on time because...*

INFORMATION ABOUT THE EVENT LOCATION

- *The party will take place in/at...*
- *To get there, take the bus and get off at the third stop*
- *When you get there, find apartment no. 6*

FINISHING YOUR INVITATION

- *See you!*
- *I hope to see you!*
- *Please let me know if you can't come*

SAMPLE EXAM TASK

You are going to throw a birthday party for a group of friends. Write an invitation in which you will:
- mention the occasion
- give the date and time of the party
- tell your friends that they can bring one person with them
- explain how to get to the party

REMEMBER TO INCLUDE ALL THE PIECES OF INFORMATION MENTIONED IN THE INSTRUCTIONS.

I N V I T A T I O N

Please come to a party
to celebrate my 18th birthday.

The party will start at 8 p.m.
on Saturday, 23rd August.

You are welcome to bring a friend.

The party will take place in the Golden Rose pub, at the corner of Edelberry Avenue and Rose Road.

To get there, take bus 112
from the High Street
and get off at the fifth stop.

See you!

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NOTE

USEFUL EXPRESSIONS

BEGINNING YOUR NOTE

- *Hi Matt/Susan!*

EXPLAINING THE REASON FOR WRITING

- *I've just received/got news/information/a call that...*
- *Your mother/boss has just called to say that...*
- *I'm not sure if you remember about...*
- *I'd like to remind you that...*

EMPHASISING THE URGENCY OF THE PROBLEM

- *My mobile has stopped working*
- *They're waiting for your call, so...*
- *I have to leave right now/call them back as soon as possible/leave a message at once*

DESCRIBING THE CONSEQUENCES OF THE SITUATION

- *I'm afraid I'll have to...*
- *As a result, I need to go back to town instead of staying here for longer*
- *I have to leave now, so there'll be no time to say goodbye*

SUGGESTING A WAY OF CONTACTING YOU

- *Let's meet...*
- *Let's talk about...*
- *I'll call you later today at 6*
- *I hope to see you at/in...*

FINISHING YOUR NOTE

- *Sorry!/Sorry about that/this problem*
- *See you!/See you back home/at 6*
- *Thank you/Thanks/Cheers!*

SAMPLE EXAM TASK

You are on holiday in the mountains with your English friends. They are out shopping and you receive an important message, urging you to leave immediately and change your plans for the day. Write a note to your friends, in which you will explain:
- what message you received
- why you had to leave immediately
- how your plans for the day are going to change
- where you will meet later

Start your note with: *Derek and Harry,*

REMEMBER TO INCLUDE ALL THE INFORMATION MENTIONED IN THE INSTRUCTIONS.

USE AN APPROPRIATE OPENING PHRASE (USUALLY INFORMAL).

WHEN WRITING TO YOUR FRIEND, YOU CAN USE INFORMAL PHRASES, ABBREVIATIONS AND PHRASES WITHOUT A VERB.

Derek and Harry,

I've just got news from home that my brother has had an accident. My mobile stopped working in the middle of my conversation with Mum, so I have to go out right now and find a place where I can talk to her for longer. I may be out for some time, so **I'm** afraid we have to drop the idea of going on the trip today. Let's meet at the Tourist Internet Café at 10 and discuss other options.

Sorry about that!

Viktor

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1 TEXT TYPE

The long text of practical use you need to write in the exam might, for example, be an informal letter (e.g. to a friend), a formal letter (e.g. a letter of inquiry, an application letter or a letter of complaint) or a story. Each of these text types has its own structure and requirements and you will need to bear that in mind when writing your text. You will be expected to use a variety of grammar structures and to organise your writing in a logical way. Pay special attention to the spelling and use vocabulary which is natural in the given context (make sure you use appropriate language register).

2 READING RUBRICS CAREFULLY

Always remember to read the instructions carefully as they will give you all the necessary information about what type of text you are asked to write. The instructions will also outline the context of your writing, as well as provide some guidelines which you need to follow when composing your piece of writing. The instructions will tell you exactly what you must write about, what questions you should ask or answer in your writing, what points you are supposed to mention and what the length of your text is supposed to be. Take a look at an example:

You are looking for a job as an au-pair in Britain. You have found an advertisement of the agency Au-Pair World on the internet and you decide to apply for a job. Write a letter of 100–120 words to the agency in which you:

- **explain where you saw the advertisement and express your interest in the job**
- **explain why you think you are an ideal candidate**
- **mention relevant professional experience**
- **offer to come for an interview**

Here, you need to write an application letter, so the style of your piece of writing should be suitably formal. You must organise your letter in a logical and coherent way, as well as including all the pieces of information that the agency would like to know about you. If you forget to do this, you will lose points in the exam. Pay special attention to the word limit, because you will lose points if you write less or substantially more than required. Remember that you can always write a rough copy first and then rewrite it introducing all the necessary corrections. In this way your final text will look nice and neat on the answer sheet.

3 THE LENGTH AND THE FORM OF THE TEXT

Your answer must both include all the necessary pieces of information from the instructions and meet some formal requirements. It must include: an appropriate opening phrase, an introduction explaining the reason for writing, a paragraph (or paragraphs) including the information that the instructions are asking about, a closing paragraph summing up the contents of the letter and an appropriate closing phrase. The layout of the letter must be logical and coherent: the information should be conveyed in an appropriate order and the whole text should be written in an appropriate, coherent style. Remember that if you are given a word limit, you must meet its requirements and write a piece of text of appropriate length. In such case it is useful to develop a strategy for controlling the length of the text in an efficient and automatic manner. In order to achieve this, you can calculate the average word count in one line of your text, and then multiply it by the total number of lines. You can also memorise the amount of space taken up on a page by a text of appropriate length and try to keep the same proportions so that your text fits within the memorised space limit. Should you use any of these strategies in the actual exam, try to do so while writing a rough copy of your piece of writing; before rewriting it on your exam sheet, you should count the words in a traditional way, just in case!

4 APPROPRIACY AND RANGE OF LANGUAGE

Remember that in an exam situation it is always better to use grammar structures and words you know well rather than experiment with new language. However, it is important that you use a wide range of grammar and lexical structures and avoid repeating the same phrases all the time. While preparing for the exam, learn different ways of expressing the same idea (e.g. *I am writing to ask for information...* and *I am writing to enquire about...* or synonyms like *start* and *begin*). It is also useful to memorise a few typical phrases and review grammar structures that can be used in almost any type of writing (e.g. opening and closing lines, indirect questions) and use them in the exam paper. This will improve the quality of your text and, of course, get you extra points in the exam! Finally, pay attention to the language register you are supposed to use to complete the exam task, and keep your writing suitably formal or informal. If you write a rough draft first, rewriting your letter on the answer sheet will give you one more opportunity to spot and correct any mistakes.

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1 **Read the sentences 1–8 and decide which of them are typical of a formal letter (F) and which are typical of an informal letter (I). Think about what features of these expressions helped you made your choice.**

1 It's cool!
2 I would like to ask for compensation.
3 Would you believe it?
4 However, I do not agree with this point.
5 I believe I am the right candidate for this job.
6 Pat went home and now she says she wants to come back – isn't it strange?
7 I wonder how Aunt Jane is? Give her my love!
8 I look forward to hearing from you.

2 **Read the sample letter of enquiry below. Match the underlined expressions 1-9 to phrases A-I which are more appropriate for this type of letter.**

Dear Sir or Madam,

I am writing to enquire about the bus services you run. I saw them advertised on the Internet.

I am eighteen years old. I come from Hungary. Next year I [1] want to start university. Before that I am planning to spend one year in the USA. I want to ask some questions about your services.

First, I would like to know if you sell discount tickets for students. If you [2] sell any, I [3] would like to know if somebody like me [4] can buy them. [5] Now I would like to know [6] something about your bus routes. I would like to visit two cities, Chicago and San Francisco. I do not know if the Panther Bus travels between them. [7] Now I would like [8] you to tell me how much return ticket between these cities cost. [9] And my last question is when I should book it.

I am looking forward to your answer.

Yours faithfully,

Jan Koval

A Secondly,
B wonder
C more details
D to enquire
E intend
F is entitled to purchase
G Thirdly,
H provide
I Finally,

3 **The letter below is a sample answer to an exam task. Put the phrases A–F in the gaps 1–5 to complete the text in a logical and coherent way. There is one extra phrase that does not fit in any of the gaps.**

Dear Sir or Madam,

I am writing to enquire about the mobile phone, model UNA-8. The phone [1]___ I bought it. In your letter of 12th October you [2]___ a new phone within ten days. However, it is now three weeks later, and the phone has still not arrived.

Being without a phone for such a long time is making my life impossible because I am currently looking for a job and [3]___ . I am particularly disappointed about the lack of information because if I [4]___ so long, I would have bought another phone a long time ago.

As the matter [5] ___ , I expect now to receive a new phone together with a letter of apology. I hope it can be resolved within the next few days.

Yours faithfully,

Viktor Hubert

A has taken so long
B need to be available all the time
C was still working very well
D stopped working on the day
E had known it would take
F agreed to send me

4 **Read the exam task below and the letter of complaint in Exercise 3. Highlight the fragments of the letter that contain the information required by the exam task.**

Your new mobile phone broke down soon after you bought it. The manufacturer promised a new mobile phone as a replacement, but it has been three weeks and you have not received anything. Write a letter of complaint to the company, in which you will:
- explain what happened and why the current situation is unacceptable
- suggest a possible solution

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5 **The letter below is a rough draft of an answer to an exam task. Read it and find 6 grammar mistakes, 5 lexical mistakes and 4 spelling mistakes and correct them.**

Hi, Amanda

I haven't hear from you from such a long time! Actualy, I'm a bit worried and wonder if you're OK.

When you last me wrote, you mentioned you might come on a trip to Alaska. Have you managed to get there? As about myself, I've got important news for you: we've just moving to a new house. It's just grate, but it's unfortunately far away from my previous home, so in fact I've lost nearly all my friends!

As for my family, my big sister Anna is think about applying for a job at Ottawa. She's asking for your advise about languages: which one is speak in Ottawa, French or English?

I am already planning my holidays last year: I think it'll be the seaside as usually. I wonder if you did come to join me in the second haf of August.

I hope to hear from you soon.

Love,

Anna

6 **Read the exam task and the paragraphs A–H on the right. Choose the ones that best convey the information presented in the rubrics and put them in the correct order. Think about the reasons for leaving out the remaining paragraphs.**

You are on a year-long scholarship in Sydney. You read an article in a local paper yesterday about the situation of young people in today's world. You disagree with some of its arguments. Write a letter in which you will:

- explain where you come from and give a reason for your being in Sydney
- express your disagreement with some of the article's arguments and give a reason why
- present one difference between the life of young people in your country and in Australia and justify its importance
- find out if the editorial staff is planning some other articles on similar topics and suggest one topic.

1 ☐ 2 ☐ 3 ☐ 4 ☐

A

Young people in Croatia continue to live with their parents for longer than in Australia, and that is why they may have such big problems when they try to adapt to life on their own in society.

B

On the other hand, there is one point which I find difficult to accept, probably because I grew up in Europe, and not here. It is possible that I simply do not understand it. But there is only one point like this.

C

I wonder if you are planning more articles about this issue; if so, I would like to suggest a topic which might be really interesting to many people, which is living abroad as a young person.

D

There are many differences between life in Croatia and Australia. For example, everything's so clean here! I like the food and the kindness of people. I like the language. In Croatia, it's a different story.

E

I come from Croatia, and currently I am staying in Sydney on a scholarship. I have read the article which appeared in Saturday's paper with great interest because it touches on many universal issues.

F

If you think you can afford to publish more articles about it, I could suggest a few topics, like what makes young people so unhappy about older generations. But I don't think you'll be interested.

G

However, I cannot agree with the opinion in the article that social skills are always easy to learn, because young people grow up in different social contexts, and this context can influence them in a negative way.

H

I simply loved your article; honestly, I've never read anything like that in my whole life as normally, all newspapers are so boring, and it was really surprising to see something about people like myself!

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INFORMAL LETTER

USEFUL EXPRESSIONS

OPENING PHRASE

- *Dear Peter/Greg,*

INTRODUCTION

- *I hope you're fine.*
- *How are you?/How are you doing?*
- *It was good to hear from you/Thanks for your letter!*

GIVING INFORMATION

- *I'm writing to tell you...*
- *I wonder if you remember/have heard...*
- *As for my latest news, ...*

WRITING ABOUT YOUR PLANS

- *First/Secondly, we're going to...*
- *The plan includes...*

MAKING A REQUEST

- *I'm writing to ask you for your help/advice...*
- *I wonder if I could ask you to/for...*
- *Could you tell me...*
- *I'd be really grateful if you could...*

EXPRESSING GRATITUDE

- *I'm writing to thank you for...*
- *Thank you so much!*
- *It was (so/really) very kind of you to...*

APOLOGISING

- *I'm writing to tell you how sorry I am to.../about...*
- *I'm really sorry that...*
- *It will never happen again.*
- *Sorry for (any) trouble/bothering you (again).*

INVITING

- *I'm writing to invite you to...*
- *I'm having... (a party)*
- *Would you come to...?*
- *I hope you'll be able to join us/to make it*

CLOSING PHRASES

- *I must be going now*
- *Bye for now*
- *See you*
- *Say hello to...*
- *Love from.../Love, Viktor*
- *Have a nice trip*
- *All the best*

SAMPLE EXAM TASK

This is a part of an email you received from your American friend Greg.

I am really looking forward to visiting you on Friday. Is there anything I should remember about? Would you like me to bring anything from the USA? I am really excited about the visit, I am really curious about what things you have planned for the weekend!!

Write an email answering your friend's questions.

BEGIN YOUR LETTER WITH A SHORT INFORMAL PHRASE.

WRITE THE FIRST SENTENCE, USUALLY ADDRESSING THE RECIPIENT OF THE LETTER.

DEVOTE ONE PARAGRAPH TO ONE TOPIC OR TO ONE PIECE OF INFORMATION.

FINISH THE LETTER WITH AN APPROPRIATE PHRASE.

Hi Greg!

How are you doing? I wonder if you're ready and packed? By the way, I hope you remember about the packet from Aunt Anna - she'd be really mad if you forgot to take it.

Oh, and a friend of mine has just asked if you could bring *On the Road* by Jack Kerouac. I hope you don't mind.

Well, I'm also getting ready for your stay. Plans for the first day include a quick tour of my town and a party with all my friends. And as for lunch, my mother wants to know whether you prefer fish or chicken. Let me know!

Oh, and another thing! In case you've forgotten where we meet at the airport, it's Terminal A, next to the newspaper stand. If I'm late, you can check what's making headlines in Slovakia!

Have a nice journey,

Viktor

USE ABBREVIATIONS AND APPROPRIATE PUNCTUATION (E.G. EXCLAMATION MARKS), TYPICAL OF AN INFORMAL STYLE.

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FORMAL LETTER: LETTER OF ENQUIRY

USEFUL EXPRESSIONS

OPENING PHRASE

- *Dear Sir or Madam,*

INTRODUCTION

- *I am writing in connection with.../to ask/enquire about...*
- *I have read/found your advertisement in... and would like to...*

EXPRESSING INTEREST

- *I am interested in.../I have been looking for...*
- *I am planning to... and that is why I found this advertisement /offer/text interesting/important*

EXPRESSING DOUBTS

- *I have read the advert/about your services and/but I am not sure if...*
- *I cannot understand if...*
- *It is not clear to me if...*

ENQUIRING ABOUT THE DETAILS

- *I would like to know more details about...*
- *I would like to ask for further information about/ concerning...*
- *I am still not sure about one thing/problem, namely...*

ASKING FOR INFORMATION

- *I would be (very) grateful if you could...*
- *I wonder if you could...*
- *I would like to ask if/when/where/why...*

MAKING FINAL REMARKS

- *I look forward to your answer/to hearing from you...*

CLOSING PHRASES

- if the letter begins *Dear Sir or Madam: Yours faithfully,*
- if the letter begins *Dear Ms/Mr Robinson: Yours sincerely,*

SAMPLE EXAM TASK

You saw this advertisement on the Internet:

Are you looking for a good English course
at the Proficiency level?
The Cambridge School of English
has the best English courses in town!
Affordable prices, best teachers, free Internet,
delicious meals at the school's cafeteria!
Write to info@cseed.edu.uk
and we'll answer all your queries!

Write a letter to the school in which you ask about the details of the course. Include the following points:
- explain why you are writing
- ask about payment forms and enrolment requirements.

WRITTEN EXAM • WRITING

ADDRESS THE RECIPIENT IN A FORMAL MANNER.

IN THE FIRST PARAGRAPH WE USUALLY STATE THE AIM OF THE LETTER.

DO NOT USE ABBREVIATIONS, KEEP THE LANGUAGE SUITABLY FORMAL.

FINISH THE LETTER WITH AN APPROPRIATE CLOSING PHRASE.

DEVOTE ONE PARAGRAPH TO ONE TOPIC OR ONE PIECE OF INFORMATION

Dear Sir or Madam,

I am writing in connection with an advertisement for your Proficiency course in English. I am an eighteen-year-old student from Slovakia. For some time I have been looking for a course in English at a higher level, and that is why I found your course very interesting.

However, I am not sure if the course is for Slovakian students only, or for other Europeans, too. I would like to ask for more details on this matter. I would also be very grateful if you could inform me if there is a choice of meals at the cafeteria: I am allergic to some foods. Finally, I would like to ask if I can pay for the course with a credit card and what kind of documents I need to be enrolled.

I look forward to your answer.

Yours faithfully,

Anna Kováč

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FORMAL LETTER: LETTER OF COMPLAINT

USEFUL EXPRESSIONS

OPENING PHRASE

- *Dear Sir or Madam/Dear Ms/Mr Smith,*

INTRODUCTION

- *I am writing to complain about...*
- *I must express my dissatisfaction with...*

EXPLAINING THE REASON FOR WRITING

- *(In fact,) I have already talked/written to... about it but (unfortunately) nothing has changed/happened*
- *There has been no reply to my previous letter/enquiry*
- *The item has not been replaced*

GIVING DETAILS

- *I bought/purchased this watch last week in your shop in Washington Square.*
- *I started attending this course a week ago.*
- *I visited your restaurant last weekend.*

DESCRIBING THE PROBLEM WITH THE ITEM

- *It suddenly stopped working.*
- *The screen went blank.*
- *The hands/mechanism stopped moving.*
- *It had two deep cracks on the front.*
- *The keyboard was missing.*
- *Contrary to the description in the brochure, ...*

DESCRIBING THE PROBLEMS WITH THE SERVICE

- *The course has not been provided properly.*
- *The holiday was too expensive.*
- *The hotel room was dirty.*
- *The food was not cooked properly.*

DESCRIBING THE CONSEQUENCES

- *It was a very unfortunate event because...*
- *In this way it ruined all my plans as...*
- *As a result, I was left without...*

SUGGESTING A POSSIBLE SOLUTION

- *In this situation I am afraid I must ask for.../ask you to...*
- *I hope/believe this (failure/loss/disappointment) entitles me to compensation/a refund.*
- *Taking into consideration all (the trouble) I suffered/experienced, I hope I can expect...*

MAKING FINAL REMARKS

- *I hope to hear from you soon.*

CLOSING PHRASES

- if the letter begins *Dear Sir or Madam: Yours faithfully,*
- if the letter begins *Dear Ms/Mr Robinson: Yours sincerely,*

SAMPLE EXAM TASK

You are attending a language course that you are not satisfied with. You have talked to the school's authorities about it, but nothing has changed. Write a letter of complaint to the school's manager, Barbara Smith. In your letter:

- give details of the course and remind her what your complaints are
- suggest a possible solution and ask to discuss the matter in person.

ADDRESS THE RECIPIENT IN A FORMAL MANNER.

IN THE FIRST PARAGRAPH WE USUALLY STATE THE AIM OF THE LETTER.

USE LINKING DEVICES THAT MAKE THE TEXT EASIER TO READ.

FINISH THE LETTER WITH AN APPROPRIATE CLOSING PHRASE.

Dear Ms Smith,

I am writing to complain about the course in business English for beginners run in your school on Mondays, Wednesdays and Fridays. In fact, I have already talked to you about problems with this course, and last week you promised a change for the better, but unfortunately nothing has happened.

Let me remind you that there are two main problems with this course. First, it is not provided on a regular basis as the instructor does not come on Mondays. Secondly, there is not enough business vocabulary in the coursebook. A language course which has no regular routine and uses a wrong coursebook is not likely to help the students learn a lot, is it?

I hope it will be possible for you to find an instructor for the Monday classes and to replace the coursebook as soon as possible. Please let me know when I could come to your office to talk about the details.

Yours sincerely,

Ivan Chernenko

DEVOTE ONE PARAGRAPH TO ONE TOPIC OR ONE PIECE OF INFORMATION.

DO NOT USE ABBREVIATIONS, KEEP THE LANGUAGE SUITABLY FORMAL.

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FORMAL LETTER: LETTER OF APPLICATION

USEFUL EXPRESSIONS

OPENING PHRASE

- *Dear Sir or Madam/Dear Ms/Mr Scott,*

INTRODUCTION

- *I am writing in response to/in reply to/with regard to...*
- *I am writing in connection with...*

EXPRESSING INTEREST IN THE JOB

- *I would like to express my interest in...*
- *I found the (advertised) post/position/job offer extremely interesting because...*
- *The (advertised) post/position/job fits my expectations of a perfect job/career for a young person/student.*

EXPLAINING WHY YOU ARE INTERESTED IN THE JOB

- *I would like to apply for this job because...*
- *My reason for applying for this job is that... (I am very hard-working/I like working with children)*
- *I have always been interested in.../enthusiastic about...*

DESCRIBING YOUR QUALIFICATIONS AND PROFESSIONAL EXPERIENCE

- *As for my experience/As far as my qualifications are concerned,...*
- *My professional experience includes...*
- *I worked for... as...*

MAKING FINAL REMARKS

- *I would be happy to come to/attend an interview at your earliest convenience/at any time that is convenient to you*
- *I enclose my CV/references from my previous employers*
- *I look forward to hearing from you*

CLOSING PHRASES

- if the letter begins *Dear Sir or Madam: Yours faithfully,*
- if the letter begins *Dear Ms/Mr Robinson: Yours sincerely,*

SAMPLE EXAM TASK

You saw this advertisement in a newspaper:

A fashionable modern hotel in the city center
is looking for
HOTEL RECEPTIONIST
We offer a good salary, health insurance
and flexible working hours.
If interested, send an application letter
to john@chelsealodge.com
Include details of your former employment,
give the names of two referees,
explain why you would like to get the job
and why you are a suitable candidate.

Write an application letter, including all the necessary details.

ADDRESS THE RECIPIENT IN A FORMAL MANNER.

IN THE FIRST PARAGRAPH WE USUALLY STATE THE AIM OF THE LETTER.

FINISH THE LETTER WITH AN APPROPRIATE CLOSING PHRASE.

Dear Sir or Madam

I am writing in response to your job offer concerning the post of a hotel receptionist which I found in the latest issue of Home News.
I believe this position fits my expectations of a perfect job.

As far as my qualifications are concerned, I have been working for about a year as a senior receptionist at the Eagle Hotel in Charing Cross Road, where I have gained a lot of valuable professional experience. In addition to this, I consider myself hard-working and career-orientated. I know very well from my experience that the post of a hotel receptionist requires both of these features.

I am ready to attend an interview at your earliest convenience. I am enclosing the names of two referees from the Eagle Hotel, whom you can contact for further information.

I look forward to hearing from you,

Yours faithfully,

Anna Katarova

DO NOT USE ABBREVIATIONS, KEEP THE LANGUAGE SUITABLY FORMAL.

DEVOTE ONE PARAGRAPH TO ONE TOPIC OR ONE PIECE OF INFORMATION.

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SPEAKING · GENERAL CONVERSATION / INDIVIDUAL LONG TURN

In General Conversation tasks the examiner usually asks you some general questions and you are supposed to have a short conversation together. These questions will not be printed on your task card, so you cannot prepare for them in advance, but they will refer to everyday topics, like family, friends, holidays, school, free time. During the Individual Long Turn you are usually asked to talk on your own on a given topic and you will have a minute or so to prepare for it. You will not be interrupted during this task but the examiner might ask you some questions at the end of your speech, or, if you are taking the exam with a partner, ask them to comment on what you have said. In such a case, when it's your partner's turn to speak, you should listen to what they say as you might be asked to reflect on it later on.

EXAM STRATEGIES:

- Read all the tasks and make sure you understand what you have to talk about.
- If you do not understand the question, ask the examiner to repeat it.
- If you can't remember a word or phrase, use another one instead. Do not show that you have forgotten something or expect the examiner to finish your answers for you.
- Think of ideas for things to say and organize them in a logical order. You can note down a few useful words or phrases for each task. Do not waste time writing full sentences.
- If you take the exam with a partner, listen to what they say so that you can comment on it and react properly to examiner's questions.
- Use full sentences and try to elaborate your answers, make them more interesting. Do not just answer with one word. Give reasons for your opinions and examples to support your point of view.
- Avoid using the same words and structures all the time. Use a wide range of grammar structures and vocabulary to make your speech more effective.
- Stick to the point and keep the question in mind, do not talk about irrelevant things.

ASKING FOR A QUESTION TO BE REPEATED

Could you repeat that please?
Sorry, I didn't hear that...
Sorry?/Excuse me?/Pardon?

ASKING FOR EXPLANATION OF AN UNKNOWN PHRASE

I'm afraid I don't understand...
I don't know what it means...
Could you explain this word to me?
I'm not sure – does it mean...?

PLAYING FOR TIME

Well, I don't know... / It's hard to say, really...
There are many possible ways in which you can do it.
One possible way is...
For instance,... / For example,...
May I think for a second? / Let me think for a moment.
How shall I put it?
It's difficult to say, but...

1 The words of the questions a–e below have been jumbled. Write the questions with the correct word order.

a one/describe/you/of/can/friends/your?
Can you describe one of your friends?

b ideal/your/is/home/like/what?
What _____

c favourite/your/was/subject/school/what/at?
What _____

d parents/do/your/what/do?
What _____

e food/do/you/nationality/best/what/like?
What _____

2 Write the letter of the appropriate question from Exercise 1 into the box next to the answer.

1 ☐ ...so he absolutely adores his job. As for my mum, she was on maternity leave with my little sister until two years ago, but now she's back at her bank. She's just been promoted to Head of Marketing...

2 ☐ ...with a big garden and a swimming pool. It's in a green area with lots of trees but with easy access to shops and not far from a bus line which takes me to the city centre...

3 ☐ ...how hot and spicy it was! My host had asked me beforehand whether I wanted it mild, but I thought one should try and be adventurous – especially when in the home of an Indian colleague in Delhi...

4 ☐ ...because I've always loved animals. I have a dog and two cats at home and I can recognise all the species in my country. Eventually, I'd like to be a vet...

5 ☐ ...and he always wears casual clothes – a T-shirt, blue jeans and a pair of trainers. I really like him as a person because he's very reliable. I can always count on him when I need some help...

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3 **Look at the following questions and the prompts for the answers. Use the prompts to write complete sentences.**

1 Where did you go for your summer holiday last year?

- go/to/Rome/with/parents
- stay/at/hotel/which/15 minutes/from/city centre
- see/all/famous sights/and/favourite/Coliseum
- also/go on/2-week Italian course/at/language school

I went to Rome with my parents. We stayed at a hotel which was 15 minutes from the city centre. I saw all the famous sights, and my favourite was the Coliseum. I also went on a 2-week Italian course at a language school.

2 Do you prefer reading a book or watching the same story on film?

- like/both/book/and/film
- if/have/time/prefer/read/book/but/sometimes/too busy
- when/decide/see/film/always/watch/in/original language
- this way/can feel/atmosphere/better/and/practise/languages/which/study

_____

_____

3 How often do you do sports?

- try/do/something/at least/twice/week
- swimming pool/5 minutes/from/home/but/often/crowded
- also/play/tennis/one/my classmates
- sometimes/difficult/find/time/then/just/go/jog/park

_____

_____

4 Are you a healthy eater?

- unfortunately/often/eat/fast food/because/can't/go/home/lunch
- but/usually/cook/whole family/weekends/and/it/always/healthy
- little brother/love/fruit salad/that/make/dessert
- buy/ingredients/local market

_____

_____

5 Do you often use a computer?

- mum/say/that/shouldn't/use/so much
- but/not/fair/as/find/lot/useful information/for/school homework
- even/teachers/sometimes/tell/class/hand in/homework/printed form
- of course/true/love/play/game/too

_____

_____

4 **Read the questions below. Match the headings from the box to the correct set of questions A–F.**

Holidays and travelling Free time and hobbies
Sport Your daily routine and lifestyle
Modern problems Education

A _____

1 What do you think is the best way of learning a foreign language?

2 Which subjects do you enjoy learning the most and which the least? Why?

B _____

3 What kind of sports are you interested in?

4 What do you think about extreme sports? Why do people do them?

C _____

5 What is your typical day? Describe your daily routine.

6 What is the best thing about being a teenager nowadays?

D _____

7 Where did you spend your last summer? Who did you go with and what did you do?

8 Where would you like to go for a dream holiday?

E _____

9 How do you spend your free time? Do you have any hobbies?

10 What kind of films do you like watching? What kind of films do you dislike?

F _____

11 What are the advantages/disadvantages of living in the city and in the countryside?

12 It is said that people watch too much television nowadays. Do you agree?

5 **Work in pairs. Ask and answer questions from Exercise 4 with your partner. Student A asks questions 1–6, Student B asks questions 7–12.**

6 **Work with your partner. Write one more question related to each heading from Exercise 4. Find a new partner and ask them your questions.**

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7 **Read the sample exam task below and the notes that a student made while preparing for the exam. Do exercises a–b.**

Talk about food. Talk about:
- your idea of healthy eating
- what you usually have for breakfast
- what you think about fast food
- how you would like to change your eating habits

1 not good for health but tasty!
2 more fruit & vegs, less fast food/crisps, eat more with family
3 tea, cheese and ham sandwich, orange juice, toast w/ jam, Sunday/eggs
4 fruit, vegetables, fish, avoid fatty foods and sugar

a **Match the notes to corresponding bullet points in the exam task.**

b **Read a sample answer to the exam task. Put the paragraphs a–e in the correct order. When you finish, underline sentences that match each of the bullet points in the exam task.**

a *and more fresh fruit and vegetables. I know I must cut down on crisps as well, I eat a lot of them when I watch TV or play computer games.*

b *well, I know it's not healthy, but it's very tasty so I tend to have a hamburger every other day. And I love pizza! And this is what I would like to change – I would like to eat less fast food,*

c *Well, my idea of healthy eating is probably the same as everyone else's. In order to stay fit and healthy we should eat a lot of fresh fruit and vegetables, cooked and raw. I think that fish is also*

d *I have a glass of orange juice and some toast with jam. On Sundays we all eat together and my mom usually makes some scrambled eggs which everyone in my family likes a lot. When it comes to junk food,*

e *good for you. We should avoid eating fatty kinds of meat and using too much sugar. As for me, my breakfast usually consists of a couple of sandwiches with ham and cheese and a cup of tea. Sometimes*

1	2	3	4	5

8 **Work with your partner and do the exam task below. One of you is the examiner and the other one is a student.**

Talk about a book you have read recently. Talk about:
- what it is about
- where and when it takes place
- the plot and the characters
- your opinion of the book

EXAM TASK

9 **Below you will find examiner's script for this part of the oral exam. Act it out with your partner. When you finish, swap roles and do the exam task once again.**

Examiner:

Now I am going to ask you a few questions. Let's get started!

1 What sort of things do you do to keep healthy?

Candidate speaks

Additional questions the examiner can ask:
- Do you do any sports?
- Do you ever spend time in the open air?
- Do you eat healthily?

Let's move on to a new topic.

2 If you could choose, what other part of the world would you most like to live in?

Candidate speaks

Additional questions the examiner can ask:
- Why? What are the people like there?
- What's the climate like?
- Would you like to live in a city or in the countryside?

I see, that's interesting. Now let's move on to hobbies and free time.

3 Talk about your hobbies and free time. Talk about:
- **how you usually spend your free time**
- **how often you meet your friends**
- **the kind of books and films you like reading**
- **something you would like to have more time for**

Candidate speaks

Thank you very much. That's the end of your first task.

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SPEAKING · DISCUSSION

During this part of the exam you are supposed to have a conversation with your exam partner or with the examiner. You will receive a topic that is related to everyday life and a set of ideas that you are expected to discuss. You will need to reflect on each of them, supporting your opinions with examples and arguments for or against. However, the instructions for the exam task will also tell you to sum up the discussion in some way: you might be expected to choose an item that is the most important for you, choose the best solution to a problem or give your opinion on a subject. It is essential that you remember about this part of the exam task – you do not have to agree with your partner, but you should always explain your point of view and wrap up the conversation properly.

EXAM STRATEGIES:

- If you can't remember a word or phrase, use a synonym instead. Do not expect the examiner to help you with your answers.
- Use a wide range of grammar structures and vocabulary.
- Stick to the point and do not talk about irrelevant things.
- Pay attention to what your partner says, show interest in what they are saying and be polite.
- Always justify your opinion and give examples to support your arguments.
- Remember to follow the instructions for the exam task carefully and include answers to all parts of the exam task.
- At the end of the conversation, draw conclusions from what was said and sum up the discussion.

INTERRUPTING IN A POLITE WAY

Excuse me,...
Sorry for interrupting, but...
May I interrupt?
Can I say something?
Sorry but there is something important I'd like to add.
I'm sorry, I'd like to say something...
Excuse me, I'd just like to say that...
That reminds me...

EXPRESSING INTEREST

Right!/Absolutely!/That's true!
And what happened next?
Oh, really? That's amazing!
Go ahead, tell me what you think...
That's horrible!
I think I can understand how it felt.
I think I can understand your point of view.
I can see your point.
So what was it like?
What is your opinion on this subject?
What do you think about it?
Would you agree with me?
I see what you mean...
That must have been really difficult...
It must have been hard ...

EXPRESSING AND JUSTIFYING OPINION

I believe that...
It seems to me that...
In my opinion...
If you ask me...
Let me explain my point of view...
To be honest, I don't think that...
From experience, I know that...
That's (the reason) why...
I think so because...
For example,...
For instance,...
In general,...
What I mean is that...
What I am trying to say is that...
My point is that...
The reason I think so is that...
For that reason, I...
Actually...
In fact...
As far as I am concerned...
To the best of my knowledge...
Bear in mind that ...
What you need to consider is...
Another thing we have to mention is...
As far as I know...

SUMMING UP THE DISCUSSION

So, all things considered,...
All in all,...
We both agree that...
To sum it up,...
In conclusion,...
To wrap it all up,...
Finally,...
By and large
It leads us to the conclusion that...
These arguments prove that...
All of this points to the fact that...
On balance...
In short...
Considering all this...

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1 Read the exam task and the sample answer below. Complete gaps 1–12 with expressions from the box.

Look at the list of factors which could influence one's choice of career. Discuss their importance and choose the one that is the most important for you.
- job security
- self-development
- salary
- working conditions

all things considered *believe* *if you ask me*
In general *may I say something* *My point is that*
seems *what was it like* *That's true*
the reason why *To be honest* *Would you agree*

Student 1: Well, it [1]_____ to me that all of these factors are important, so it might be hard to choose the most important one. I [2]_____ job security is actually very important, because if you have a family and bills to pay then you must have a steady source of income. I am not sure if it is more important than the other factors, but that is [3]_____ it is quite high on my list.

Student 2: [4]_____, it is important for people who have families. However, I am still quite young and have no family, so I would say that self-development might be more important for me.

Examiner: Excuse me, but [5]_____? You are going to be university students soon – what do you think about taking a part-time job while you are at university?

S1: It is a great idea, [6]_____. In this way you can gain some professional experience which may be useful when you apply for a job after graduation. What do you think about it?

S2: [7]_____, I am not sure if we are going to have enough time to do both: study and work. I worked at a restaurant last summer while I was on an English course in London, and I can't imagine working and studying full time.

E: So [8]_____?

S2: Studying was fun but work was very exhausting.

S1: Okay, let's take a look at the next factor: money. [9]_____, it is very important, but for me it's less important than self-development. [10]_____, obviously, I would like to earn a lot of money, but I wouldn't like to do a boring job even if it was well-paid. [11]_____ with me?

S2: Well, for me money is the most important thing! Working conditions are of secondary importance. I wouldn't mind working a nine-to-five job as long as my salary was good. So, [12]_____, salary is on top of my list.

2 Below you will find a set of follow-up questions that the candidates were asked in the exam and three sample answers. Match the sample answers a–c to the correct bullet point.

Follow-up questions:
- What is your dream job? What skills do you need to have to do it?
- Would you rather work abroad or in your home country? Why?
- If you were to find work, how would you go about it?

a *I would like to be a doctor. I know that it is quite difficult to become a doctor, and it is not easy to find a job. But I like helping other people so I think that being able to take care of people's health would give me a lot of satisfaction.*

b *Well, I guess I would write a good CV first and send it to companies I would like to work for. I think I would also read the job openings in newspapers and on the internet, or maybe even ask my friends and parents if they know about a vacancy that I might be suitable for.*

c *It seems to me that working abroad is a very good idea. In this way you could improve your language and communication skills, and learn more about the country where you work. However, I am not quite sure if I want to be away from my family for a long time, so I'd rather go on a short contract or an internship with a foreign company if it was possible.*

EXAM TASK

3 Work with your partner. Do the exam task below and discuss the follow-up questions.

Look at a list of things that young people should learn at school. Discuss their importance and choose the one that is the most important for you.
- creativity
- independent thinking
- responsibility
- practical skills
- how to get a good job

Follow-up questions:
- Would you like to go to a university when you finish your final exams? What would you like to study?
- Is it a good idea for students to spend some time studying abroad?
- What subjects did you like at school?
- What will the school be like in the future?

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SPEAKING · SITUATIONAL ROLEPLAY

In this type of task you are going to interact with the examiner or with your partner in a simulated situation. Each of you is going to assume a role (you could be a politician, a celebrity, a journalist, a traveller etc.) and you are going to have a conversation in which both of you will have to say things consistent with your roles. The description of the situation will outline who you are going to talk to and what you need to talk about. Depending on the situation, you might be asked to discuss the advantages and disadvantages of something, complain about a faulty product, persuade someone to do you a favour, explain your point of view, give advice to someone or negotiate a compromise.

EXAM STRATEGIES:

- Read the rubrics carefully and make sure you know what you are supposed to do.
- Remember to mention all of the issues you are supposed to talk about.
- Even if you are at a loss for words, try not to talk about irrelevant things.
- Listen to your partner and react appropriately to what they say.
- When you give arguments to persuade someone, always give examples and explain your point of view.
- Use appropriate grammar structures and vocabulary consistent with the situation that you are roleplaying.

EXCHANGING INFORMATION

EXPLAINING THE PROBLEM

I've got a problem and I wonder if you could help me...
The thing is that...
The problem is that...
I need to...
I am not sure...
I have no idea how to...
What I need is...

ASKING FOR HELP AND ADVICE

Excuse me, may I ask you something?
Could you please tell me...?
Could you do me a favour?
Could you help me with...?
I'd like to know if...
Can you tell me where I can find it?
What shall I do?
Any idea how to go about it?
Do you happen to know...?
Sorry for interrupting, but I wonder if you've got...?
Is it possible to...?
Where can I...?
Could you recommend...?
I really need your advice...
Could you give me a piece of advice regarding...
Do you know how I could...
So how do I...

ASKING FOR DETAILS

I see, but I still don't know how...
I can't really understand...
Does this mean that I should ...?
Is there anything else I should know?
Could you give me some more details?
Do you think I could...?
And what if...?
What do you mean by this?
I need to know one more thing...
It is still not clear to me...

OFFERING HELP

Can I help you?
What can I do for you?
How can I help?
Is there a problem?
What's the problem? You look a bit worried.
Is there anything else I could do for you?
Don't worry, it's not so complicated!
If you need my help, just let me know.
I'll sort it out for you.

GIVING ADVICE

I think you should...
The best thing to do is...
What you could do is...
First/Second/Next/Finally...
I think it's a good idea to...
I'd recommend...
If I were you, I would...
I'd suggest...

SHOWING THE WAY

Go straight on.
Turn left at the next crossing.
Turn right at the traffic lights.
Keep going until you can see a church.
Take the second turning on your right.
Go past a museum.
Walk along the street.
Go across the square.
It takes about three minutes to get there.
It's the first building on the left, you can't miss it.

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NEGOTIATING

AGREEING

That's exactly what I think.
It's precisely what I wanted to say.
You've convinced me.
Perhaps you're right.
On the whole, I agree
You're definitely right.
I'd go along with that.
You're absolutely right!
I couldn't agree more.
Good idea!
I'm of a similar opinion.

DISAGREEING

That's right, but don't you think that...
That may be true, but...
I'm not sure I agree with you.
Perhaps, but don't you think that...
I can see your point, but...
I don't think so.
I can't agree with that, because...
Not necessarily.../Not really...
You're not seriously suggesting that...?
I'm afraid it will not work...
I don't think it's a good idea to...
Remember that.../Don't forget that...
I see what you mean, but...
I'm afraid I don't agree at all.
I'm not convinced (about it).
I'm of a totally different opinion.

ASKING FOR, GIVING AND REFUSING PERMISSION

Could I...?
Do you think we could...?
Would it be OK if we went there right now...?
Will you let me...?
Sure, go ahead!
Yes, (of course) you may.
That's fine with me.
No, I don't think you could...
I'm afraid it's not possible...
I can't go along with that because...
That's absolutely out of the question.

REACHING A COMPROMISE

OK, so we can first..., and then...
Let's do it my way, OK?
So let's agree on...
OK, if you insist, but...
We need a compromise.
Let's meet in the middle.

MAKING, ACCEPTING AND REJECTING SUGGESTIONS

So instead of..., maybe we could...
Why don't we...?
How about...?
Why not...?
Could we please...?
I think you should...
If I were you, I would...
All right, let's do it!
Let's do as you suggested.
I don't think it's the best thing to do...
I think it's not good enough.
I don't think it's cheap enough.
This might (not) be the best idea.
It might be too late to do that.

APOLOGISING AND MAKING EXCUSES

Sorry for being such a nuisance, but...
That's not what I wanted to say at all.
That's not what I meant.
We do apologise for this problem.
Sorry about that.
I understand how you feel but...

EXPRESSING YOUR FEELINGS

I am so disappointed!
What a pity!
Oh, that's a shame!
I must say I'm surprised.
I just can't believe it!
I feel rather excited about it.
It's an unusual idea.
Let's hope it will turn out right.
I can't wait to start.

EXPRESSING DOUBT

They may not like it.
But what will you do if...?
I've got some doubts about it.
I'm not quite sure how to go about it...
Are you sure it'll be the right thing to do?
To some extent you're right, but...
Well, I haven't thought about that before.

FINISHING THE CONVERSATION

Thanks a lot!/Cheers!
That was very kind of you!
Not at all!
You're welcome!
It's been a pleasure.
All right!/No problem!

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1 Read the exam tasks and the fragments of sample answers below. Do exercises a–b.

1 You are a TV reporter. Your partner is a famous American actor and you are going to interview him. Introduce yourself and ask for permission to talk about the actor's personal life. Ask about his career so far, his childhood, family and plans for the future.

2 You are a member of the school committee. The committee has received a grant to be spent on the equipment for the school. The other members would like to buy new whiteboards and furniture. You think the school should get new computers. Explain why a computer room is in your opinion a better idea and try to persuade the other members of the committee.

3 You bought an expensive sweater last week. However, it shrank when you washed it and now it does not fit you anymore. You go to the shop and ask for a refund.

a Match the fragments of sample answers A–C to the exam tasks 1–3.

A

...Well, first of all, I think everybody understands how important it is to have a fully functioning computer lab in our school. The hardware we have now is so old that we can't run any new programs on it. Also, we need to have a broadband internet connection for every computer, as well as some new printers and screens. You are saying that we need new furniture, but the computers are just so much more important...

B

...I bought this last week and have only worn it once to a party. However, it shrank in the washing and now it is too small for me. I washed it according to the instructions on the label. I would like to receive a full refund. Here's the receipt...

C

...Hello, my name is John White, and I work for Gossip magazine. Thank you for agreeing to speak to me. I know that you are starring in some new movies right now, but I would like to talk more about the past, a little bit about your childhood and family life?

b The phrases below were removed from paragraphs A–C. Put them back in the correct place in each paragraph.

A *and I see your point*

B *I've got a problem and I wonder if you could help me.*

B *I must say I am extremely disappointed now and*

C *would it be OK if we talked*

2 Match the beginnings 1–8 to the endings A–H to make correct expressions.

1 Are you sure it
2 How about
3 Well, I haven't thought
4 I think
5 That's exactly
6 The thing
7 What will you
8 You're

A about that before
B definitely right
C do if
D doing something
E is that
F what I wanted to say
G will be the right thing
H you should

3 Complete the table below using expressions from Exercise 2.

EXPRESSING DOUBT	AGREEING
_____	_____
_____	_____
_____	
SUGGESTING	**EXPLAINING THE PROBLEM**
_____	_____
_____	

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4 Read the exam task below and do exercises a–c.

Your Irish friends are coming to stay with you for three days. They would like your advice about what they should do during their stay. Plan the arrangements, give details and explain your choice. Focus on their arrival, accommodation, cultural and free time activities, shopping and other details.

a Complete the sample answer below with expressions from Exercise 2.

Examiner: Well, I can see your Irish friends are coming to stay with you for a couple of days. Where are you going to meet them?
Candidate: They are coming on Saturday so I think I will ask my dad to give me a lift to the airport and we'll pick them up from there. [1] _____ I am not sure if my dad is off work on Saturday, if not, we'll take a cab. They are going to stay with me, so we're going to drive straight to my flat so they can relax and take a shower.
E: What are you going to do during their stay here?
C: Well, on Saturday we could go dancing at my favourite club. It's really nice and not very expensive, so I think that would be the best idea.
E: OK, but [2] _____ they don't like dancing?
C: Right, [3] _____. Maybe we could stay at home and have a quiet party there? We could watch some DVDs, or maybe order pizza and just have a chat.
E: Don't you think that they would like to do something typical for your country?
C: [4] _____! I think a dinner at a traditional restaurant is a must, so we should also do that, maybe on Sunday.
E: And what if your friends turn out to be culture vultures? [5] _____ organize some cultural activities as well.
C: [6] _____. I am sure they would like to learn more about our culture. I think we could go sightseeing and visit the Fine Arts Museum.
E: [7] _____ to do? Would they enjoy a visit to the museum?
C: Well, they may find the museum a bit boring. Perhaps I should suggest doing some shopping in this new shopping mall instead – they could buy some souvenirs for their Irish friends.
E: Good choice. [8] _____ more active?
C: If the weather is good we can go on a trip out of town and visit my uncle who has a farm in the countryside.
E: That sounds like a very good plan!

b Look at the exam task again and roleplay the situation with your partner. One of you is the student and the other one is the examiner.

c Now swap roles and role play the situation again.

5 Read the exam task below. Roleplay the situation with your partner. One of you is Student A and the other one is Student B. Use as many of the arguments listed below as you can.

You are on a scholarship in Dublin. You are living in a dorm with a student from Australia. The authorities gave you 200 Euros to buy some furniture for your room. Your roommate suggests buying a TV set. Disagree with him, explain why, suggest buying another piece of equipment instead and try to reach a compromise.

A
We need a TV set to be well-informed.
Money will always be needed for more important things, so if we don't buy a TV now, then we never will.
Lots of interesting movies and programmes are on every evening.
We can't miss any episode of our favourite TV show!

B
There is a big TV in the common room for all students.
We have no room for it.
A microwave oven will make our life easier.
We need something hot to eat.
We will use it every day and a TV only from time to time.

EXAM TASK

6 Do the exam task below. When you finish, swap roles and roleplay the situation again.

You landed at Heathrow Airport in London. You went to reclaim your baggage but you could not find it anywhere. Apparently, it has got lost. Go to the lost luggage counter and complain about the situation. Your partner is a customer service manager. Mention your flight details, describe your baggage and add any other useful information.

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SPEAKING · PHOTO DESCRIPTION

In a Photo Description task you might be asked to either talk on your own about one picture or compare and contrast two or more pictures. In the first case, you will be expected to talk about the picture for 2–3 minutes, without being interrupted by the examiner or your partner, who, however, might ask you a question or two after you have finished. Bear in mind that your task is not so much to describe the picture in detail as reflect on the situation and the problem that is shown there. When describing a picture, it is useful to remember three basic questions that your description should provide answers to: *Who is in the picture? Where are they? What are they doing?* You can develop your description further by adding information about the general atmosphere of the picture or by speculating about the relationships between the people and their feelings. Sometimes, you are also asked to give your opinion on the depicted issue. If you are to compare and contrast the pictures, remember that you are essentially supposed to do two things: describe the pictures and talk about the differences and similarities between the situations shown there. Thus, there must be some common theme that links the pictures, you just need to find it and reflect on it.

EXAM STRATEGIES:

- Read the instructions carefully so that you know what issues you are supposed to mention.
- Remember to use the Present Continuous when you describe what is happening in the picture.
- Do not describe the picture in great detail. Outline the situation and don't forget to reflect on the depicted problem.
- If you are at a loss for words, talk about your own feelings concerning the problem shown in the picture.
- If you compare and contrast the pictures, focus on similarities and differences between them. Do not spend too much time on one picture.
- Remember to include in your description all the information required by the exam task.
- If you are asked to give your opinion, support your arguments with examples and explain your point of view.

DESCRIBING THE PICTURE

The picture shows...
In this picture I can see...
There is... in this picture.
On the right there are...
In the left hand corner...
In the foreground, there is...
There are... in the background.
In the bottom part of the picture there is...
There are... in the top part of the picture.
The people in the picture are...
The people in the picture look happy because...
The people in the picture seem sad because...
The general atmosphere in the picture is positive because...
The picture was taken in...
The weather in the picture is...
The atmosphere in the picture is depressing because...

SPECULATING ABOUT THE SITUATION

It may be...
They could be...
Perhaps...
It is probably...
Another idea is that...
It is also possible that...
It seems to me that the people in the picture...
I get the impression that the people are not very happy here...
They don't seem to be enjoying themselves...

EXPRESSING YOUR OPINION

I think that...
It's quite obvious that...
The situation in the picture is unusual because...
I don't think this situation is very common, because...
In my opinion...
It seems to me that...
On the one hand/On the other hand...
All in all,...
I wouldn't feel comfortable in this situation...
I would love to be there!
Personally, I'd prefer...
I'd rather...

COMPARING AND CONTRASTING

Both photos show...
In both pictures the people are...
One similarity is that...
What both these pictures have in common is...
However, there are also some differences between the pictures.
The picture on the left is more... than the other one.
The situation shown in Picture A is more... than the situation in Picture B.
The people in the first picture are less... than the people in the other one.
This man looks... while the other one is rather...
The main difference is (that)...
Another important difference is that...
In contrast,...

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1 **Look at Picture A and answer the following questions:**

a **What kind of situation is shown in the picture?**
- **Who** is in the picture?
- **Where** are they?
- **What** are they doing?

b **What are your feelings about the situation shown in the photo?**

A



2 **Look at Picture A. Read the exam task below and a sample answer. Complete the gaps 1–8 using the expressions from the box.**

Talk about the picture and say what kind of situation is depicted in it. Try to determine the relationship between the people and give your opinion on it.

I'd prefer look busy on the left Personally In seems probably think

[1]_____ this picture I can see people shopping at an open-air market. The day is sunny, but I [2]_____ that it might be a bit cold anyway, because the seller [3]_____ is wearing a jacket. There are a lot of people, mainly women, and the market [4]_____ quite busy. There is a great selection of fruit and the people in the picture [5]_____ trying to choose the best from what is available. It is [6]_____ in the UK, but I can see people of different nationalities. [7]_____ if I need to buy fruit [8]_____ to go to an open-air market like this than to a supermarket, because the fruit is usually cheaper and fresh.

EXAM TASK

3 **Look at Picture B and do the exam task below.**

Talk about the picture and say what kind of situation is depicted in it. Try to determine the relationship between the people and give your opinion on it.

B



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4 **Look at pictures A and B. Consider the following questions:**

1 **What kind of situation does each picture show?**

2 **Try to determine the relationship between the people in each picture:**
- Do these people often spend time together?
- Are they friends?
- Do they like each other?

3 **Which of these two situations do you prefer?**

A



5 **Look at the expressions in the box. Match each phrase to the correct picture, A or B. Write the expressions in the boxes next to the pictures.**

check if it fits	close to nature
designer shops	exhausted
look for a map	seasonal sales
shopping bags	take a break
shopping mall	sports clothes
sunny weather	teenagers
try on clothes	keep fit
hunt for bargains	helmets
fashionable brands	shades
environmentally friendly	cyclist
wonder where to go next	accessories
professional equipment	receipt
wait in long queues	good condition
they have been on a spending spree	
they have just stopped cycling	

Picture A

Picture B



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6 **Look at Picture A. Answer the questions below using the vocabulary items from Exercise 5.**

1 Who is in the picture?
2 Where are they and what are they doing?
3 What is the general atmosphere?
4 What has just happened?
5 What are your own feelings about the situation shown in the picture?

7 **Look at Picture B. Answer the questions below using the vocabulary items from Exercise 5.**

1 Who is in the picture and what are they doing?
2 Where are the people and how are they feeling?
3 What has just happened?
4 What do you think is going to happen next?
5 What are your own feelings about the situation in the picture?

8 **Look at pictures A and B and try to find at least three similarities and three differences between the situations in the pictures.**

SIMILARITIES
_____
_____
_____
_____
DIFFERENCES
_____
_____
_____
_____

9 **Read the exam task below and do exercises a–b.**

Look at pictures A and B. These pictures show people spending their free time in two different ways. Compare and contrast the pictures. Say where the people are and how they are feeling, talk about the general atmosphere and give your opinion on both situations.

a **Read the sample answer below and complete the gaps 1–14 with the phrases from the box.**

some differences Perhaps In both pictures
I think Another important difference than
Both pictures have in common while
or maybe Another similar thing In Picture A
In the other picture It seems to me

[1] _____ show young people who are spending their free time with their friends. [2] _____ I can see four young people who are riding their bikes in a forest. They have just stopped cycling and are wondering where to go next. [3] _____ they are looking for a map [4] _____ they would like to take a break. [5] _____, I can see three girls who are on a spending spree in a big shopping mall. [6] _____ that they have bought a lot of clothes and accessories because I can see some shopping bags in front of them. One of them has bought shades and the other one a blouse and is trying it on to see if it fits. [7] _____ that they wanted to take advantage of seasonal sales in expensive designer stores. [8] _____ the people are happy and having fun. What both pictures [9] _____ is that the people seem to be good friends and they like each other. [10] _____ is that both shopping and riding a bike require a lot of energy! However, there are also [11] _____ between the pictures. The people in Picture A are spending their free time in a more active way [12] _____ the girls in Picture B. They are trying to keep fit and can feel close to nature, [13] _____ the girls in Picture B are in a big shopping centre and they are spending their free time waiting in queues and hunting for bargains. [14] _____ is that if you want to go cycling you need to have a lot of money to buy professional equipment, like bikes and helmets, and if you want to go shopping you just need to have your dad's credit card and some free time!

b **Read the sample answer again. Did the speaker include all the information required by the exam task?**

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10 **Look at Pictures C and D. Consider the following questions:**

1 What kind of situation does each picture show?
2 What could be the relationship between the people in the pictures?
3 Which of these two situations do you prefer?

11 **Look at the exam task below and do preparation exercises a–f.**

Look at pictures C and D. These pictures show people spending their free time in two different ways. Compare and contrast the pictures. Talk about where the people are, what they are doing and how they are feeling, say what the general atmosphere is in both pictures and give your opinion on both situations.

a **The phrases below can be used to describe Picture C. Complete the gaps using the words from the box.**

pass gear sunny fresh energetic
mountains outdoor skiers wear slope

1 ski down the _____
2 skiing _____
3 _____ goggles
4 snowy but _____ and warm
5 in the _____
6 _____ activity
7 out in the _____ air
8 experienced _____
9 ski _____ for the ski lift
10 _____ and exciting

C



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b **Match the beginnings 1–10 with the endings A–J to make phrases that can be used to describe Picture D.**

1 a disco is a good place
2 dance to
3 fashionable
4 if a DJ is good
5 the nightlife here
6 enjoy
7 relaxed
8 if you don't like loud music
9 have fun
10 crowded

A dancefloor
B to celebrate your birthday
C at a party
D atmosphere
E you will dance all night
F clothes
G you can go to a pub or café
H popular music
I is exciting and fun
J the company of friends

c **Look at the exam task and the phrases in a and b. Choose the phrases you would like to use in your description.**

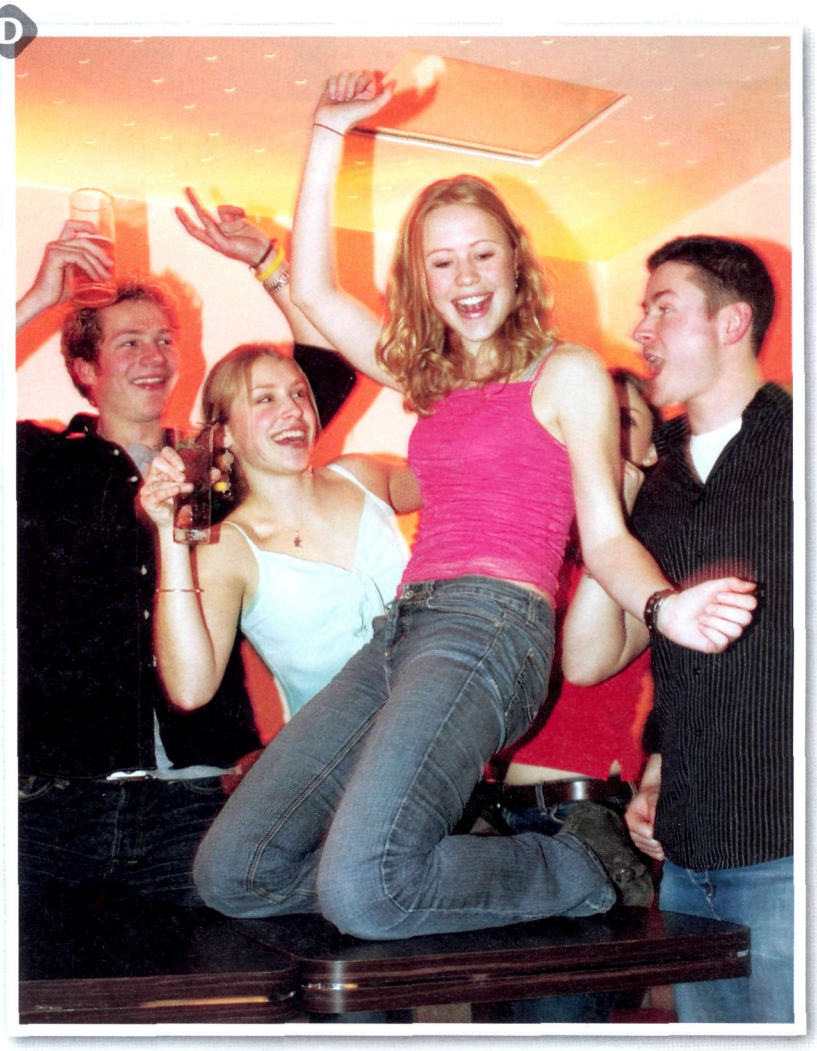
d **Think about similarities and differences between the pictures. List at least three similarities and differences between the pictures.**

SIMILARITIES
_____
_____
_____
_____
DIFFERENCES
_____
_____
_____
_____

e **Look at the phrases on page 62 and choose at least 8 expressions that you will use in your description.**

f **Work with your partner and do the exam task. When you finish, listen to your partner's version of the task.**

D



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EXAM TASK

12 Work with your partner and do the exam task below. When you finish, listen to your partner's version of the task.

Look at pictures A and B. These pictures show people working in two different situations. Compare and contrast the pictures. Talk about where the people are, what they are doing and how they are feeling, say what the general atmosphere is in both pictures and give your opinion on both situations.

13 In the same pairs write three more questions related to the topic of *Work*. Find a different partner in your group and ask them your questions.

What kind of job would you like to have in the future?

Would you like to work in a team or on your own?

Would you like to work in an office or outdoors?

A



B



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THEMATIC PART

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1 PEOPLE, FAMILY AND SOCIAL LIFE

'It's easier to love humanity as a whole than to love one's neighbour'

ERIC HOFFER (AMERICAN SOCIAL WRITER, 1902-1983)

PERSONAL DETAILS

1 Fill in this form about yourself.

APPLICATION FORM

FIRST NAME ..... EU CITIZEN? ☐ YES ☐ NO

SURNAME ..... SEX .....

DATE OF BIRTH ..... OCCUPATION .....

NATIONALITY ..... MARITAL STATUS .....

CLOTHES

2 CD 1·21 Mike's going to summer camp. His mother is helping him pack. Complete their dialogue with the words from the box. Listen to the dialogue and check your answers, then read it aloud with another student.

gloves hat jumpers sandals scarf shorts socks trunks underpants

MOTHER: Here you are, Mikey. Twelve pairs of clean [1] _____.

MIKE: Mum, I don't need twelve pairs. I can wash them. And anyway I'll be wearing [2] _____ most of the time.

MOTHER: And I've bought you some nice new [3] _____.

MIKE: Mum, that's really nice of you, but you know I only wear boxer [4] _____!

MOTHER: Have you packed the three warm [5] _____ ? Take a woolly [6] _____ and a [7] _____ , they said on TV it may be cold!

MIKE: Mum, it's July! Are you going to tell me to take a pair of winter [8] _____ , too?

MOTHER: Better safe than sorry, Mikey. And here's something else for you.

MIKE: Wow! A new pair of Speedo swimming [9] _____! Thanks, Mum!

BODY PARTS

3 Label the body parts in the picture above.

1 _____ 5 _____

2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

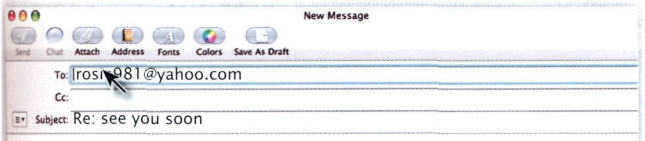
20 _____

WORD BANK • PAGE 77

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CLOTHES AND APPEARANCE

4 Rose is going to meet her student exchange partner Paul at the airport. They have never met before. Complete Paul's email in which he tells Rose what he looks like.



Hi Rose,
Thanks for your email. My plane lands at 12.40. And this is what I look like: I'm [1] tall and thin; I've got long, [2] w_____, fair hair in a [3] p_____. I've also got a [4] m_____, but no beard. I'll be wearing [5] j_____, a black [6] s_____, an [7] a_____ and trekking [8] b_____. I'll be carrying a BIG backpack.
Looking forward to seeing you,
Paul

PERSONALITY

5 Circle the correct word.

1 Mary's very *sensible / sensitive*. She tends to think everything over and she doesn't often make stupid decisions.
2 He's a bit *talkative / bossy*. He likes telling people what to do.
3 Bill's wonderfully calm and *relaxed / reserved*. I don't think I've ever seen him lose his temper!
4 My sister's very *sensible / sensitive*. She always cries when she hears something bad has happened to someone.
5 Andrew's too *generous / ambitious*. He's never satisfied unless he's the best.
6 Diane is very *friendly / nasty*. She's usually the first one to talk to newcomers at school and help them.
7 Chris is a loyal, *polite / reliable* friend. I trust him completely.
8 They say I'm *rebellious / responsible*. I say I'm independent. I just don't like other people telling me what to do all the time!
9 Millie's very *cheerful / helpful* by nature. She's never sad for long.
10 He's so dreadfully *selfless / selfish*! He never thinks of anyone but himself.

6 Match the phrases from the two columns to make definitions.

1 Brave people	**a** don't cheat or lie.
2 Gentle people	**b** hate waiting.
3 Honest people	**c** don't talk much.
4 Impatient people	**d** like the company of other people.
5 Polite people	**e** don't change their minds easily.
6 Quiet people	**f** are not easily frightened.
7 Sociable people	**g** say 'please' and 'thank you'.
8 Stubborn people	**h** are careful not to hurt anyone.

LEISURE ACTIVITIES

7 CD 1·22 Chris and Rose have recently started going out together and are trying to decide what to do in the evening. Complete their conversation. Then listen and check.

CHRIS: So, what shall we do tonight?
ROSE: Let's go [1] **c**_____! I feel like a dance.
CHRIS: Oh no... I can't stand all that noise. Can't we just stay at home and [2] **p**_____ chess?
ROSE: You've got to be joking! Is that your idea of [3] **e**_____?
CHRIS: Well, actually, yes, it is... But if you don't like it, we can do something else.
ROSE: Like what?
CHRIS: How about [4] **w**_____ a good film on DVD?
ROSE: You really don't want to [5] **g**_____ **o**_____ at all, do you Chris? What are you, sixty years old or something?
CHRIS: We could [6] **l**_____ to some music later... we could [7] **d**_____ on our own, just the two of us. What do you think of that, Rosie?
ROSE: Oh, OK, then. Maybe you can be romantic after all. But no chess, right?

USEFUL PHRASES

8 Choose the verb which completes *all* the expressions in each box.

go have take get play

1 _____	married up ready dressed on with someone
2 _____	a meal a good time a rest a row/an argument a party
3 _____	out with someone swimming/bowling to the cinema clubbing/dancing for a walk
4 _____	the guitar/the piano board games cards computer games chess
5 _____	the dog for a walk a shower turns (to do sth) the children to school a rest/a nap

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MAKE POVERTY HISTORY

Look at these children. They're both girls, they're both 11 years old and they both like school. But their lives are very different.



Kay lives in Uganda. Every morning she gets up at 6 a.m., sweeps the floor, cleans her tiny house, and prepares whatever breakfast she can find for her family. She then walks four miles to school. Although Kay is an excellent pupil, there are more than 150 children in her class, and not enough books to go round, so it's difficult to learn.
Kay is an orphan. Her parents and her uncle and aunt died from AIDS, so she has to look after her younger brother and sister, three cousins and her sick elderly grandmother. At weekends and in the evenings she works to feed her family. 'I dig gardens and people give me food. If I don't do it, we can't eat.' ■



Sarah lives in England. She wakes up at 8 a.m., except at the weekends, whe she likes to lie in. After breakfast, which her mother prepares for her, she gets dressed and gets ready for school. She doesn't do much housework apart fro tidying her room, clearing up after dinner and taking the dog for a walk.
Her father takes her and her close friend, Susan to school by car.
Her favourite subject is Computer Studies. There is one computer for every child in her class.
Sarah is an only child and she gets on very well with her parents and her grandparents. She gets £10 pocket money every week, which she usually spends on clothes. She loves shopping. ■

THESE GIRLS' LIVES SHOULDN'T BE SO DIFFERENT.
In 2005, world leaders said they were going to **MAKE POVERTY HISTORY**. Because of public pressure they made some big promises – to increase aid and cancel many poor countries' debts. But if 2005 was supposed to be the start of a global movement to end poverty, Kay didn't see it. She and her family sti have to survive on just twelve pence per day. And there are millions of children like her. So today, we are telling our governments that Kay and children like he CAN'T WAIT. We must deliver on our promises and take decisive action against poverty... NOW.

LANGUAGE & CULTURE

In 2005 a meeting of the 'G8', the eight most powerful countries the world, took place in Britain. A lot of people all over the coun demonstrated to remind the leaders to take action against pover in the world. The protesters' slogan was 'MAKE POVERTY HISTO and the symbol of the movement worldwide was a white band.

1 You are going to read about two children, a poor one from Uganda and a richer one from England. How might their lives be different? Write three sentences about each:

The poor child hasn't got any toys.
The poor child _____
The rich child _____

examtask

2 Read the text and the statements below. Decide if the statements 1–6 are true (T) or false (F).

1 In Kay's school there aren't any books.
2 Kay works to get some money for herself.
3 Sarah doesn't help home at all.
4 Both girls walk to school.
5 Sarah hasn't got any brothers or sisters.
6 This text was written to make people more sensitive to poverty.

3 Match the highlighted words from the text to the definitions.

1 someone who has no brothers or sisters
2 the children of your aunt and uncle
3 a child whose parents have died
4 not young
5 money you get from your parents to spend as you like
6 to stay in bed a bit longer in the morning

4 Write a paragraph about the everyday life of an ordinary child in your country. Give the child a name. Use these questions to help you.

- What does he/she do in the morning?
- How does he/she get to school?
- What is his/her school like?
- How many people are there in the family?
- Does he/she do any housework?
- How much pocket money does he/she get?
- Does he/she work to earn money?

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LISTENING 1

MULTIPLE CHOICE ◂◂ 14

1 What do you imagine humans might look like in the future? Compare your ideas in pairs. Think about:

height build proportions of the body skin colour strength and fitness hair intellect personality

I think people will be taller and thinner than they are now...

examtask

2 CD 1·23 You are going to hear a lecture on the future of mankind. For questions 1–6, choose the correct answer A–C.

1 Dr Fedotov describes herself as
- A elderly.
- B middle-aged.
- C short.

2 Dr Fedotov describes the people in the room to show that
- A men are different from women.
- B people can look very different.
- C the people in the audience are different from average people.

3 The Eloi and the Morlocks are
- A exotic people H. G. Wells saw in his travels.
- B fictional humans described in a book.
- C names for predicted future types of people.

4 The Eloi are
- A smaller and weaker than the Morlocks.
- B dark-skinned.
- C blond-haired.

5 The Morlocks
- A have dark skins.
- B live in caves.
- C are aggressive.

6 Dr Fedotov believes that
- A people couldn't really become two different species.
- B people who use technology a lot will become more intelligent.
- C some people will be physically better developed than others.

3 Do you think it's possible people will really become two different species? Why?/Why not?

USE OF ENGLISH

OPEN CLOZE ◂◂ 36

examworkout

1 Look at the exam task in Exercise 2 and do preparation exercises a–d.

a Read the text but ignore the gaps now. Answer the questions below.
- What is test anxiety?
- On what occasions can you experience test anxiety?
- How can you cope with test anxiety?

b Match the words 1–8 to the correct word category a–h.

1 body	a noun
2 deep	b verb
3 him	c adjective
4 an	d adverb
5 when	e article
6 has	f linking word
7 off	g preposition
8 well	h pronoun

c Work with your partner. Add at least three more words in each category.

d Look at the gaps in the text. Decide which categories the missing words might belong to. There are three categories you do not need to use.

examtask

2 You are going to read an article about how to beat stress and nervousness. Some words are missing from the text. Complete the gaps 1–10 with one word.

Test Anxiety – And How To Beat It

You've participated in class, done all of your homework and [1] _____ studied hard. The day of the test comes, and suddenly, you feel [2] _____ nervous that you can't answer the questions you knew last night. Test anxiety is a type [3] _____ performance anxiety - a feeling one might have when performance is really important. For example, a person might get it when they are to perform on stage or go into [4] _____ important interview.

What Can You Do?

- Use a little stress to your advantage. Study well before a test. This way, you'll keep your stress from getting [5] _____ of control. After all, nobody feels stressed by the thought [6] _____ they will do well on a test.
- Accept mistakes. This is especially important [7] _____ you're a perfectionist. Everyone makes mistakes, so you must learn to tolerate [8] _____. This is a valuable skill.
- Take care of yourself. It can help to learn ways to calm yourself down when you [9] _____ tense or anxious. Learn a simple breathing exercise and practice it regularly, which will help your body relax.

Everything [10] _____ time and practice, and learning to beat test anxiety is no different, so don't give up!

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MULTIPLE CHOICE ◂◂24

1 **You are going to read letters from teenagers to magazines. Think of three reasons why a person might write to a magazine.**

exam*workout*

2 **Read the letter below, the multiple-choice exercise and answer the questions 1–4.**

Dear Editor,

I saw your enthusiastic article on top fashion models, with lots of impressive photos, in last Saturday's issue and I was disgusted. You present women as objects that are nice to look at! What is more, printing such materials is completely irresponsible. I would like to tell you about my younger sister. She was a completely normal, cheerful, lively girl. About the age of 14 she started reading glossy magazines and looking at photos of models and film stars all the time. She started dieting and even though she got really thin, she couldn't stop. In the end, she had to go to hospital to be treated for anorexia. Can you imagine to how many teenage girls this might happen as a result of looking at your photos of impossibly skinny females? Why don't you print articles about women who are brave or intelligent, or who have done something special for other people? They are the right kind of *models* for young girls.

Richard, Manchester

Richard describes the article as irresponsible because:

A it presents women as objects.
B it may cause girls to have eating disorders.
C he thinks the photos are pornographic.
D it doesn't mention women with serious talents.

1 Out of the four options above, one does not relate to anything in the text and you can eliminate it at once. Which one?
2 The other three options all refer to something in the text. Find and underline the related sentences.
3 *Irresponsible* is a key word in the question. What exactly does it mean? Complete this explanation:

If someone does something irresponsible, they don't think about...

4 Only one of the options explains why Richard thinks the article is *irresponsible*. Which one?


TeenTimeMag

Send in your picture and join the club

Beautiful people only

by David Gloger

exam*task*

3 **Read the text below. For questions 1–6, choose the correct answer A–D.**

1 Jodie has written the letter because she

A would like to get advice on her friend's problem.
B is annoyed with something the magazine has written.
C has just found out about the website *Beautifulpeople.net*.
D wants to warn other readers.

2 If a girl wants to join *Beautifulpeople.net*,

A she doesn't have to send in a photograph.
B all members make rude comments about her.
C men belonging to the club will vote on her membership.
D a jury will study her profile and decide if they accept her.

3 Out of all the people who tried to join *Beautifulpeople.net* since January,

A most have been successful.
B only a small group have failed.
C most feel frustrated and insecure.
D most have been unsuccessful.

4 *TeenTimeMag* usually

A gives girls good advice on how to be beautiful.
B writes a lot about supermodels.
C does not treat appearance as very important.
D does not write about Internet dating sites.

Tell **Tina**

Your chance to let us know what's on your mind
Send a letter, email or text message to Tina, TeenTimeMag, 42 Fleet Street London, EC4 / tina@ttmag.com / 702 4034844

Dear Tina

I've never written to *TeenTimeMag* before, but after readi your article about the dating website *Beautifulpeople.n* I've just got to let you know how I feel. Usually, I'm a qu easy-going girl. In fact, I'm a bit shy. But right now I really angry! Let me tell you why...

Beautifulpeople.net is an online club which o accepts beautiful people. To join you have to send in picture and a profile of what you're like. Then, for thr days members of the opposite sex study your profi send in rude messages and then vote whether you attractive enough to become one of them. Accordi to your article, more than 35,000 people have tried join the club since January, but only one in twenty h been successful! It's a cruel, arrogant system that mak good people feel frustrated, lonely and insecure. I'm n narrow-minded, but I was absolutely amazed you decid to print an article about this club, and I'm disappoint that you described it in such a positive way. I've alwa admired the sensible advice you give adolescent gir

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5 Why was Debbie not allowed into the club?
A because she was behaving badly.
B because of her clothes.
C because of her appearance.
D no reason was given.

6 Jodie is asking *TeenTimeMag*
A not to write about *Beautifulpeople.net* again.
B to describe *Beautifulpeople.net* more accurately.
C to be more careful about what they write in the future.
D to print her letter.

4 According to Jodie, which of these things are more and less important in a person?

appearance a lively personality being friendly
a sense of humour perfect teeth a sexy body
looking like a skinny model being generous

NOT VERY IMPORTANT	IMPORTANT
_____	_____
_____	_____
_____	_____
_____	_____

5 In pairs, ask and answer these questions.
- Do you agree with Jodie? Why?/Why not?
- In your view, how important is appearance and personality?
- What is your opinion of the dating website described in the letter?

You tell them not to try to look like skinny supermodels. You say it's more important to have a lively personality and to be friendly and generous than it is to have perfect teeth or a sexy body. But your article on *Beautifulpeople.net* sends out the opposite message: that appearance is more important than personality.

Last weekend, I went to a new club with some friends. I was wearing a short denim skirt, a sleeveless top and high heels and they let me go in. But they told my friend Debbie she couldn't go in. Why not? Maybe she wasn't pretty enough or maybe it was because she was wearing some baggy jeans, a hooded sweatshirt and a pair of old trainers. Debbie's a cheerful outgoing girl with a great sense of humour, but just then she felt miserable and depressed and she started crying. And that's how the thousands of people who are rejected by *Beautifulpeople.net* must feel.

Personally, I can't stand people who look down on others just because of their appearance, so the next time you write an article about such an unpleasant thing as *Beautifulpeople.net* please try to describe it more accurately.

Jodie, Luton

TRUE/FALSE ◂◂ 16

1 Work in groups. Girls ask boys the quiz questions. Check the answers on page 172. Do you agree with them?

The Ideal Boyfriend Test

1 How much time do you spend on your appearance every day?
A less than 5 minutes
B 30 minutes maximum
C more than an hour

2 If you split up with a girl, would you do it:
A on the phone
B by text message
C face to face

3 It's your girlfriend's birthday. What do you do?
A throw a surprise party and buy her a birthday cake
B go out for a romantic meal and then go dancing with her
C go out with your friends. She should celebrate her birthday with her family

4 If you were married, which household chores would you do?
A just the shopping
B the shopping, the cooking and light housework like dusting and washing-up
C 50% of everything including the washing, the ironing and the vacuuming

5 Your girlfriend asks you to go shopping with her. Do you...
A agree enthusiastically – you love shopping, too
B agree but insist on going to different shops from her
C refuse – you want to play computer games with your mates

6 You go to the cinema and there's a choice of three films. She prefers the romantic film. Which film do you go to see?
A an action film
B a romantic film
C a French comedy

examtask

2 CD 1·24 You are going to hear a conversation between two friends about *The Ideal Boyfriend Test*. Decide if the statements 1–6 are true (T) or false (F).

1 Kieran doesn't have a girlfriend.
2 According to Georgie, spending time on your appearance means mainly working out at the gym.
3 Kieran would end a relationship with a text message because it does not cost much.
4 Kieran likes cooking and dislikes ironing.
5 Kieran doesn't like action movies.
6 At the end of the conversation, Kieran decides to change his behaviour a bit.

3 Work in pairs. Write four sentences on each of the topics below. Read your sentences to the whole class to compare ideas.

An ideal girlfriend should...
An ideal boyfriend should...

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SPEAKING 1

GENERAL CONVERSATION/ INDIVIDUAL LONG TURN ◂◂53

examworkout

1 Match the questions from the box to the answers 1–6.

Have you got any brothers or sisters?
Could you please describe one of your friends to me?
What do you like doing in your free time?
Can you tell me something about your family?
What are some of your good and bad qualities?
How do you spend time with your friends?

1 _____
I love cycling and doing tricks on my bike.

2 _____
I'm rather lazy.

3 _____
My best friend is Katka. She's a very interesting person.

4 _____
No, I'm an only child.

5 _____
We go out together, especially at the weekends.

6 _____
There are four of us: my parents, my brother and myself.

2 Make the answers in Exercise 1 longer by adding lines a–f below.

a Sometimes we go dancing, sometimes to the cinema, and sometimes we just walk around the city centre.
b But I've got four cousins, two girls and two boys. My favourite cousin is the same age as me.
c I go out on my bike every day if the weather is not too bad.
d I usually leave doing all work till the last moment.
e My mother is a doctor and my father is an engineer.
f She paints and draws and plays the piano.

examtask

3 In pairs, ask and answer the questions from Exercise 1. Student A asks questions 1–3; student B asks questions 4–6. Give answers that are true for you. Say as much as you can!

4 Now swap roles and ask the questions in Exercise 1 once again.

SPEAKING 2

PHOTO DESCRIPTION ◂◂62

5 Look at page 166 and do exercises 1–7.

WRITING

INFORMAL LETTER ◂◂49

examworkout

1 Read the exam task in Exercise 2 and do preparation exercises a–b.

a **Which of these sentences suggests a positive, and which a negative opinion of the new relationship? Write 'P' or 'N'.**

___ 1 I don't know what she sees in him.
___ 2 Personally, I can't stand people like that.
___ 3 He's gorgeous!
___ 4 She's really sweet.
___ 5 I give it two months.
___ 6 I think it might be really special.
___ 7 They look so happy!
___ 8 I think it's a total misunderstanding.

Choose one or two sentences for your letter.

b **Circle the openings and endings that are appropriate in an informal letter. Then write 'O' for openings and 'E' for endings.**

Dear Sir or Madam, All the best,
Dear Kitty, Best wishes,
Hi Ricky, Love,
Kindest regards, Dear Mr Hutchinson,
Yours sincerely,

Choose a beginning and ending for your letter.

examtask

2 Read the exam task below and write a letter.

This is part of a letter that you received from your Irish friend Jane:

I have heard that your brother Mark has a new girlfriend? It's great, I am really happy for him! Could you tell me how they met? What does she look like? I bet Mark chose a pretty girl! What do you think about her, what is she like? I am dying to hear some juicy gossip!

Write a letter answering all Jane's questions.

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PERSONAL DETAILS

citizen /ˈsɪtɪzən/
date of birth /deɪt əv bɜːθ/
divorced /dəˈvɔːst/
female /ˈfiːmeɪl/
human being /ˈhjuːmən biːɪŋ/
job /dʒɒb/
male /meɪl/
marital status /ˈmærətl ˈsteɪtəs/
married /ˈmærɪd/
nationality /næʃəˈnæləti/
place of birth /pleɪs əv bɜːθ/
profession /prəˈfeʃən/
sex /seks/
single /ˈsɪŋgəl/
widow /ˈwɪdəʊ/
widower /ˈwɪdəʊə/

BODY AND FACE

FACE

cheek /tʃiːk/
chin /tʃɪn/
ear /ɪə/
eye /aɪ/
eyelash /aɪlæʃ/
forehead /ˈfɔːhed/
lips /lɪps/
mouth /maʊθ/
nose /nəʊz/

BODY

back /bæk/
bottom /ˈbɒtəm/
chest /tʃest/
elbow /ˈelbəʊ/
feet /fiːt/
finger /ˈfɪŋgə/
fist /fɪst/
foot /fʊt/
hand /hænd/
head /hed/
heel /hiːl/
jaw /dʒɔː/
knee /niː/
leg /leg/
neck /nek/
shoulder /ʃəʊldə/
skin /skɪn/
stomach /ˈstʌmək/
teeth /tiːθ/
thigh /θaɪ/
throat /θrəʊt/
thumb /θʌm/
toe /təʊ/
tongue /tʌŋ/
tooth /tuːθ/
waist /weɪst/

APPEARANCE

GENERAL

beautiful /ˈbjuːtəfəl/
good-looking /gʊd ˈlʊkɪŋ/
gorgeous /ˈgɔːdʒəs/
handsome /ˈhænsəm/
look like /lʊk laɪk/
pretty /ˈprɪti/
scruffy /ˈskrʌfi/
ugly /ˈʌgli/

AGE

child /tʃaɪld/
children /ˈtʃɪldrən/
elderly /ˈeldəli/
in her early twenties /ɪn hə ˈɜːli twentiz/
in his late thirties /ɪn hɪz leɪt θɜːtiz/
in their mid fifties /ɪn ðeə mɪd fɪftiz/
middle-aged /mɪdəl ˈeɪdʒd/
old /əʊld/
teenager /ˈtiːneɪdʒə/
young /jʌŋ/

HEIGHT

medium height /ˈmiːdiəm haɪt/
short /ʃɔːt/
tall /tɔːl/

BUILD

fat /fæt/
overweight /əʊvəˈweɪt/
plump /plʌmp/
skinny /ˈskɪni/
slim /slɪm/
thin /θɪn/
well-built /wel ˈbɪlt/

HAIR

bald /bɔːld/
curly /ˈkɜːli/
dark /dɑːk/
fair /feə/
fringe /frɪndʒ/
ginger /ˈdʒɪndʒə/
grey /greɪ/
ponytail /ˈpəʊniteɪl/
red /red/
shoulder-length /ˈʃəʊldə leŋkθ/
straight /streɪt/
wavy /ˈweɪvi/
white /waɪt/

OTHER

beard /bɪəd/
freckles /frekləs/
make-up /ˈmeɪkʌp/
moustache /məˈstɑːʃ/
pale complexion /peɪl kəmˈplekʃən/
scar /skɑː/
tanned complexion /tænd kəmˈplekʃən/
tattoo /təˈtuː/
wrinkles /rɪŋkləs/

CLOTHES AND ACCESSORIES

STYLE

casual /ˈkæʒuəl/
elegant /ˈeləgənt/
fashionable /ˈfæʃənəbəl/
unfashionable /ʌnˈfæʃənəbəl/

CLOTHES

blouse /blaʊz/
boxer shorts /ˈbɒksə ʃɔːts/
bra /brɑː/
coat /kəʊt/
dress /dres/
jacket /ˈdʒækɪt/
jumper /ˈdʒʌmpə/
overcoat /ˈəʊvəkəʊt/
pants /pænts/
pocket /ˈpɒkɪt/
pyjamas /pəˈdʒɑːməz/
scarf /skɑːf/
shirt /ʃɜːt/
shorts /ʃɔːts/
size /saɪz/
skirt /skɜːt/
sock /sɒk/
suit /suːt/
sweater /ˈswetə/
swimming trunks /ˈswɪmɪŋ trʌŋks/
swimsuit /ˈswɪmsuːt/
tie /taɪ/
tracksuit /ˈtræksuːt/
trousers /ˈtraʊzəz/
t-shirt /tiː ʃɜːt/
underwear /ˈʌndəweə/
uniform /ˈjuːnəfɔːm/

ACCESSORIES

baseball cap /ˈbeɪsbɔːl kæp/
belt /belt/
boots /buːts/
briefcase /ˈbriːfkeɪs/
flat shoes /flæt ʃuːz/
glasses /glɑːsəs/
gloves /glʌvs/
handbag /ˈhændbæg/
hat /hæt/
high heels /haɪ hiːlz/
jewellery /ˈdʒuːəlri/
purse /pɜːs/
sandals /sændəls/
shoes /ʃuːz/
trainers /treɪnəs/
woolly hat /ˈwʊli hæt/

VERBS

fit /fɪt/
get dressed /get drest/
match /mætʃ/
put sth on /pʊt ˈsʌmθɪŋ ən/
suit /suːt/
take sth off /teɪk ˈsʌmθɪŋ əf/
wear sth /weə ˈsʌmθɪŋ/

PERSONALITY

aggressive /əˈgresɪv/
ambitious /æmˈbɪʃəs/
arrogant /ˈærəgənt/
boring /ˈbɔːrɪŋ/
bossy /ˈbɒsi/
brave /breɪv/
bright /braɪt/
calm /kɑːm/
careless /ˈkeələs/
caring /ˈkeərɪŋ/
cheerful /ˈtʃɪəfəl/
clever /ˈklevə/
cruel /ˈkruːəl/
dishonest /dɪsˈɒnɪst/
disloyal /dɪsˈlɔɪəl/
dull /dʌl/
friendly /ˈfrendli/
generous /ˈdʒenərəs/
gentle /ˈdʒentl/
hard-working /hɑːd ˈwɜːkɪŋ/
helpful /ˈhelpfəl/
honest /ˈɒnɪst/
immature /ɪməˈtʃʊə/
impatient /ɪmˈpeɪʃənt/
impolite /ɪmpəˈlaɪt/
independent /ɪndəˈpendənt/
insensitive /ɪnˈsensətɪv/
irresponsible /ɪrɪˈspɒnsəbəl/
kind /kaɪnd/
lazy /ˈleɪzi/
lively /ˈlaɪvli/
loyal /ˈlɔɪəl/
mature /məˈtʃʊə/
mean /miːn/
messy /ˈmesi/
modest /ˈmɒdɪst/
neat /niːt/
patient /ˈpeɪʃənt/
polite /pəˈlaɪt/
quiet /ˈkwaɪət/
rebellious /rɪˈbeljəs/
relaxed /rɪˈlækst/
reliable /rɪˈlaɪəbəl/
reserved /rɪˈzɜːvd/
responsible /rɪˈspɒnsəbəl/
rude /ruːd/
self-confident /self ˈkɒnfɪdənt/
selfish /ˈselfɪʃ/
sensible /ˈsensəbəl/
sensitive /ˈsensətɪv/
shy /ʃaɪ/
sociable /ˈsəʊʃəbəl/
strict /strɪkt/
stubborn /ˈstʌbən/
sympathetic /sɪmpəˈθetɪk/
talkative /ˈtɔːkətɪv/
tidy /ˈtaɪdi/
tolerant /ˈtɒlərənt/
unfriendly /ʌnˈfrendli/
vain /veɪn/

LEISURE ACTIVITIES

ask sb out /ɑːsk ˈsʌmbɒdi aʊt/
entertainment /entəˈteɪnmənt/
go bowling /gəʊ ˈbəʊlɪŋ/
go clubbing /gəʊ ˈklʌbɪŋ/
go dancing /gəʊ dɑːnsɪŋ/
go for a walk /gəʊ fə ə wɔːk/
go out for a meal /gəʊ aʊt fə ə miːl/
go swimming /gəʊ swɪmɪŋ/
go to a concert /gəʊ tə ə ˈkɒnsət/
go to a disco /gəʊ tə ə ˈdɪskəʊ/
go to a party /gəʊ tə ə ˈpɑːti/
go to the cinema /gəʊ tə ðə ˈsɪnəmə/
have a party /həv ə ˈpɑːti/
have little free time /həv ˈlɪtl friː taɪm/
listen to music /ˈlɪsən tə ˈmjuːzɪk/
listen to the radio /ˈlɪsən tə ðə ˈreɪdiəʊ/
meet friends /miːt frendz/
play board games /pleɪ bɔːd geɪmz/
play cards /pleɪ kɑːdz/
play chess /pleɪ tʃes/
play computer games /pleɪ kəmˈpjuːtə geɪmz/
play the guitar /pleɪ ðə gɪˈtɑː/
play the piano /pleɪ ðə piˈænəʊ/
read books and magazines /riːd bʊks ən mægəˈziːns/
read comics /riːd kɒmɪks/
spend time outdoors /spend taɪm aʊtˈdɔːz/
watch a film /wɒtʃ ə fɪlm/
watch a video /wɒtʃ ə ˈvɪdiəʊ/
watch TV /wɒtʃ tiː viː/

USEFUL PHRASES

break up /breɪk ʌp/
bring up /brɪŋ ʌp/
dress up as /dres ʌp əz/
end a relationship with sb /end ə rɪˈleɪʃənʃɪp wɪð ˈsʌmbɒdi/
enjoy oneself /ɪnˈdʒɔɪ wʌnˈself/
fall out with someone /fɔːl aʊt wɪð ˈsʌmwʌn/
get divorced /get dɪˈvɔːst/
get on well with sb /get ɒn wel wɪð ˈsʌmbɒdi/
give birth /gɪv bɜːθ/
go out with sb /gəʊ aʊt wɪð ˈsʌmbɒdi/
have a good time /həv ə gʊd taɪm/
have a row /həv ə rəʊ/
have an argument /həv ən ˈɑːgjəmənt/
have fun /həv fʌn/
look after sb /lʊk ˈɑːftə ˈsʌmbɒdi/
look forward to sth /lʊk ˈfɔːwəd tə ˈsʌmθɪŋ/
make up with sb /meɪk ʌp wɪð ˈsʌmbɒdi/
run away from home /rʌn əˈweɪ frəm həʊm/
split up with /splɪt ʌp wɪð/
start a relationship with sb /stɑːt rɪˈleɪʃənʃɪp wɪð ˈsʌmbɒdi/
take care of children /teɪk keə əv ˈtʃɪldrən/

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2 HOME

'Always live in the ugliest house on the street – then you don't have to look at it.'

DAVID HOCKNEY (BRITISH ARTIST LIVING IN THE US, B.1937)



WORDBANK· PAGE 85

FURNITURE AND EQUIPMENT

1 Label the objects in the picture.

1 _____ 12 _____
2 _____ 13 _____
3 _____ 14 _____
4 _____ 15 _____
5 _____ 16 _____
6 _____ 17 _____
7 _____ 18 _____
8 _____ 19 _____
9 _____ 20 _____
10 _____ 21 _____
11 _____ 22 _____

PARTS OF A HOUSE

2 Fill in the gaps.

The picture shows a detached house with a [1]g_____ and a big [2]g_____. It has a [3]b_____ upstairs. There's a car parked in the [4]d_____ and the [5]g_____ is open. There's a bird sitting on the [6]f_____. The [7]r_____ needs repairing – I think there's a hole in it.

3 Tell another student about your room, using words from Exercise 1 and the following phrases.

On / In / Next to / Above/Over / Under — the _____ there is a _____.

I've got a _____ on / in / next to / above/over / on top of my _____.

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4 Complete the note Michael's mother left for him.

Mikey,

Get yourself some breakfast. The milk's in the [1] f_____ and the cereals are in the [2] c_____. There are some strawberries in the [3] s_____, because I've just washed them. If you want bread, get some out of the [4] f_____ – it's deep-frozen, but you just need to put it in the [5] m_____ for two minutes and it'll be fine. If you want to cook yourself an egg, don't forget to switch off the [6] c_____ afterwards! And remember to put all the dishes in the [7] d_____.

Love,

Mum

TYPES OF HOUSES AND FLATS

5 Match the types of houses and flats to their definitions.

1 apartment
2 studio flat
3 block of flats
4 cottage
5 detached house
6 semi-detached house
7 mansion
8 skyscraper

a a house that's joined to another house on one side
b a small house in the country
c a house that's not joined to another building
d a large, impressive house
e a building containing many apartments
f a very tall city building
g flat
h a small apartment with one main room used for both living and sleeping

RENTING A FLAT

6 CD 1·27 Jane wants to rent a flat. Complete the dialogue with the words from the box. Listen to check.

advance bedrooms details furnished located living room per public rent renting views underground

JANE: I'm calling about the advertisement. I'm interested in [1] _____ the flat, but I'd like to know a few [2] _____.

LANDLADY: Well, it's a very nice flat, very conveniently [3] _____: near the centre, but in a quiet side street. It has lovely [4] _____ from the windows.

JANE: I see. That sounds nice. And how about [5] _____ transport?

LANDLADY: There are lots of trams and buses and an [6] _____ station within five minutes' walk.

JANE: And there are two [7] _____, is that right?

LANDLADY: Yes, two bedrooms and a [8] _____.

JANE: Is it [9] _____?

LANDLADY: Well, the kitchen is fully fitted, but the bedrooms are a bit bare, to be honest.

JANE: So, how much is the [10] _____?

LANDLADY: £500 [11] _____ month, payable in [12] _____.

JANE: Can I come and see it?

LANDLADY: Of course. When would you like to come?

HOUSEWORK

7 Complete the collocations with the words from the box. Who does these jobs in your house?

the bathroom your clothes the ironing the mess the dishes/the washing-up dinner the housework the floors the shopping the washing

Do	Other Verbs
do _____	cook _____
do _____	vacuum _____
do _____	clean _____
do _____	put away _____
do _____	clear up _____

USEFUL PHRASES

8 Match the collocating words.

A		B	
move	home	**pay**	the bills
pay	homesick	**see**	the door
go	house/in/out	**lock**	home
feel	at home/in	**get**	a flat/a room
stay	the rent	**share**	someone home

9 Use the collocations from Exercise 8 to complete these sentences. Change the form of the verb if necessary.

A

1 It's better to buy your own flat than to _____ every month.
2 Look, I think our neighbours are _____. There's a van in front of the house.
3 When I first went on holiday without my parents, I _____ all the time.
4 'Are you going out with us?' 'No, sorry, I feel rather tired. I think I'll _____ tonight.'
5 I have to _____ now. I told my mum I'd be back at ten.

B

1 It's not much fun being an adult. You have to work to _____.
2 Wait. I'll _____ you _____. I don't want you to go alone after dark.
3 Yesterday I had eight lessons, then I went to my drawing class and then to the gym – I _____ at 9 p.m. What a day!
4 Tom has to _____ with his younger brother, because their flat isn't very big. He hates it!
5 Don't forget to _____ when you leave.

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MATCHING ◂◂26

1 **Talk in pairs or small groups. Answer the questions.**

What kind of home would you like to live in:
- as a student?
- later on in life?

examtask

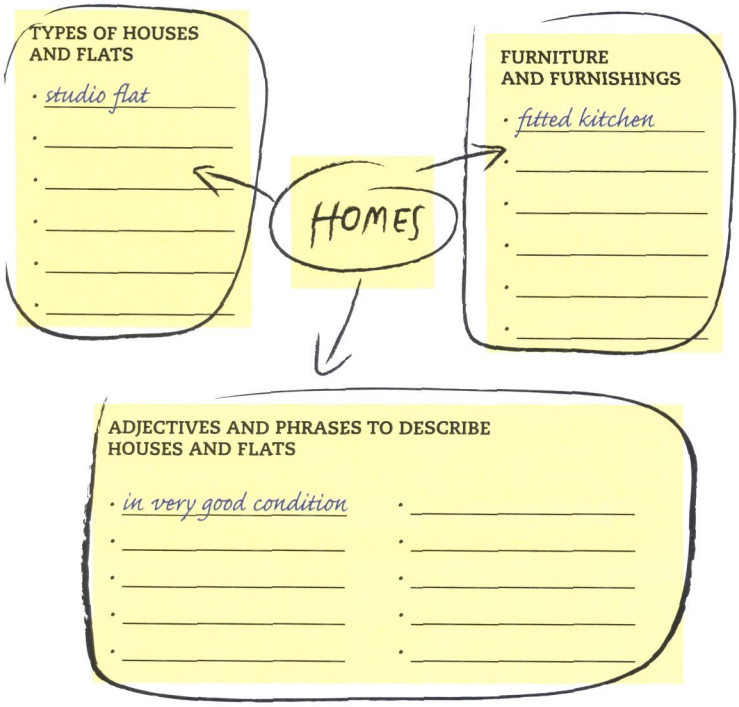
2 **Read the following descriptions of seven houses and flats. Match the questions 1–6 to a correct description A–G. There is one extra description that you do not need to use.**

Which house or flat...

1 was redecorated not long ago and is close to public transport?
2 has no furniture in it, and you don't have your own bathroom?
3 consists of just one big room with a bathroom and kitchen?
4 has gardens both at the front and at the back?
5 has somewhere to keep your car and lots of room for your clothes?
6 has some high quality furniture in the living room and a complete kitchen?

3 **Now read the advertisements again and choose the home you like best. Tell another student which one you have chosen and why.**

4 **Put the highlighted words from the text into the diagram.**



5 **Write a short advertisement describing the place where you live now. Read it to another student. Try to sell him/her your home!**

LONDON TOWN ESTATE AGENT

PROPERTY FOR SALE

A £265,000 – Studio flat in Chelsea

Bright modern first floor studio flat in very good condition. It comprises a spacious living room/bedroom, modern kitch bathroom with shower. Conveniently located close to the sh and amenities on King's Road.

B £575,000 – two-bedroom terraced house in Camden

Beautiful roomy house, situated in a quiet tree-lined road. Gas-fired central heating. The property has two bedrooms, a large living room, kitchen, bathroom and a pretty south-facing garden.



C £239,995 – two-bedroom terraced house in Wood Green

Stunning two bedroom terraced house situated in a quiet estate in Wood Green. This property has been recently renovated and includes a modern fitted kitchen. Easy access to all local shopping and transport facilities.

D £550,000 – two-bedroom flat in Shoreditch

Elegant apartment with a beautiful roof terrace. On the 7th floor of a prestigious residential building with lift and off-stre parking, near the City of London financial district. Includes designer kitchen, bedroom with fitted wardrobe and bathro with power shower.

E £439,950 – three-bedroom semi-detached hous in Ealing

Located in a quiet residential area, this spacious house has been extended and modernised. It comprises living room, di room, study, modern fitted kitchen, downstairs shower roo stylish bathroom and rear and front gardens.

PROPERTY TO LET

F £210 per week – furnished one-bedroom apartm in Bow

Compact 1 bedroom flat with living/dining room, fully fitted kitchen, bathroom and underground garage. Fully furnished including leather sofa, glass coffee table and antique bookc 5 minute walk to Underground station.

G £360 per calendar month – unfurnished bedsit in Brixton

Room on fifth floor of tower block near Brixton tube station. Unfurnished. The kitchen and bathroom are to be shared with the landlord. Available immediately.



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LISTENING 1

MULTIPLE CHOICE ◂14

1 Choose the option that's true for you and tell another student about your choice.

When I finish school, I'd like to:
- continue living with my parents for some time, because...
- move out and live on my own, because...
- move out and share a flat with a friend, because...

examtask

2 CD 1·28 You are going to hear a conversation between two people who are looking for a flat to share. For questions 1–6 choose the correct answer A–C.

1 **Colin wants to move out because he**
- A argues with his parents.
- B doesn't like the TV programmes his parents watch.
- C would like to be more independent.

2 **Kate says one difficult thing about living on her own is that**
- A she has to do the housework.
- B she always feels lonely.
- C she can't pay all the bills.

3 **Kate thinks it is not a good idea to eat sandwiches all the time because**
- A you get tired of them.
- B they make you fat.
- C it's unhealthy.

4 **Kate's uncle**
- A left her a house when he died.
- B has a flat to let.
- C wants to rent two rooms in his house.

5 **One problem with the uncle's place is that**
- A it's very expensive.
- B Kate doesn't like the way the rooms are decorated.
- C it's poorly furnished.

3 Having your own home can mean problems! Read six people's complaints and tick (✓) the ones that are true for you. Add one more sentence as in the example. Read your complaints in pairs.

✓ 1 The bills are astronomical!
Sometimes we can't afford to pay them.
2 We've got some awful neighbours!
3 There's always something that's not working.
4 I have to share a room with my brother/sister.
5 There's always so much housework to do!
6 It's terribly noisy.

USE OF ENGLISH

SENTENCE TRANSFORMATIONS ◂◂31

examworkout

1 Match the grammar structures tested in the sentences 1–5 to their names A–E.

1 'How on earth did you know that?' Jenny asked me.
Jenny asked me how on earth _____ that.

2 My car needs repairing.
I should _____ repaired.

3 John won't go for a trip around the world because he isn't rich.
If John were rich, _____ for a trip around the world.

4 I started living here in 1990.
I _____ here for more than ten years.

5 It's too cold to go swimming.
It's not _____ to go swimming.

- A Present Perfect
- B Reported Speech
- C Second Conditional
- D *have something done*
- E *too* vs. *not enough*

2 Look at the sentences in Exercise 1 again. For each question, complete the second sentence so that it means the same as the first one.

examtask

3 Read the following sentences about homes. For each question, complete the second sentence so that it means the same as the first one.

1 This room is not big enough for me.
This room is _____ for me.

2 The living room needs painting.
I need to _____ painted.

3 'How much is the rent?' I asked the landlord.
I asked the landlord how much _____.

4 I moved in here a long time ago.
I _____ here for years!

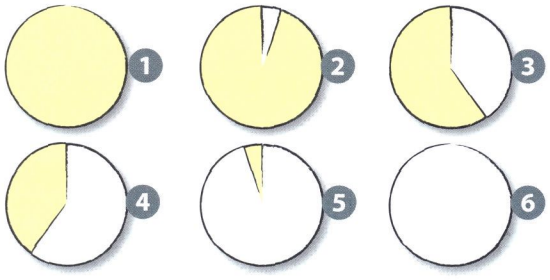
5 I can't afford a house with a big garden!
If I _____ a house with a big garden, I would buy it immediately!

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TRUE/FALSE ◂◂23

exam*workout*

1 Match the groups of phrases to the charts.



A many, a lot (of)
B very few, almost none, almost nobody
C all, everybody, everyone, everything
D none, nothing, nobody, no one
E few, not many
F most, almost all, nearly all, almost everyone

2 Read these pairs of sentences. For each pair, decide if they mean the same (✓) or not the same (✗).

1 Most people in our town live in flats.
All the people in our town live in flats.
2 Few people in our city have gardens.
Not many people in our city have gardens.
3 Almost nothing in our house is new.
We have very few new things in our house.
4 In London, a lot of people live in semi-detached or terraced houses.
Everyone in London lives in a terraced or semi-detached house.
5 Almost everyone in our class wants to live in a big city.
Nobody in our class wants to live in the country.

3 Read the following extract and decide if the statements 1–3 are true (T) or false (F).

Do you live in a big city? If so, have you ever said to yourself 'I can't stand it any longer, the noise, the polluted air, my hectic lifestyle'? Have you ever told yourself you just have to get out? These days, a lot of people living in big cities feel tired and fed up and long for the peace and quiet of the countryside. They go to the mountains or lakes during their holidays and sigh 'If only we lived here, we would be happy!' They gaze at photos of wooden cottages on the Internet. A few even look for jobs in small towns. However, few of them actually make the move. The excitement of living in a big city can be like a drug.

1 Many people living in cities think of moving to rural areas.
2 A lot of city people look for jobs in small towns.
3 None of the people who plan to move really do it.

exam*task*

4 Read the following text about a new kind of house. Decide if the statements 1–6 are true (T) or false (F).

1 Freiburg is well-known for several reasons.
2 Nobody in Freiburg owns a car.
3 The ecological houses are in the centre of town.
4 Everything in the house is powered by solar energy.
5 The house rotates to give the best view at every time of day.
6 When you are inside the house, you can feel it turning.

5 In pairs, ask and answer these questions.

- Where would you prefer to live: **in the centre/in the suburbs/on the outskirts** of a city, or **in the countryside**? Why?
- What would be good/bad about living in a **tourist resort**, or in the **old town** of a historic city?
- What are the advantages and disadvantages of living in a city that is an **industrial and commercial centre**?

WILKOMMEN! BIENVENUE! WELCOME!



THE HELIOTROPE

A unique eco-house in Freiburg, Germany

Freiburg is a town of 200,000 inhabitants located in beau countryside on the edge of the Black Forest in sout Germany.

It's a university town, an important industrial and comme centre, and a tourist resort. But today it is best known as ecological capital of Germany. The old town is compl pedestrianised, recycling is a way of life and people use bic and public transport to commute. In one part of the town are forbidden: drivers must park on the edge of the suburb special car park with solar panels on the roof. The result is very few residents own cars.

On the outskirts of the town there is a special district w all the houses are solar-powered. Here there is a detached h which at first sight looks rather strange. It is an experim eco-house called the Heliotrope. It looks like a smallish t block sitting on a narrow platform. In the centre of the h there is a spiral staircase, and as you go upstairs, you see l bright rooms with triple-glazed windows and spacious balco Enormous solar panels provide energy for the heating, the co the fridge, the light bulbs and all other domestic appliances. the most amazing thing about the house is that it turns roun follows the sun from morning to night to maximise the en it produces. Although it rotates very slowly, the movemen noticeable. It feels a bit like being on a ship in a calm sea o a house high up in a tree. The good news is that the techno works: the house produces five times more electricity tha consumes.

Freiburg is a window to the future which shows how u life may change. Perhaps one day we'll all live in houses like Heliotrope. If we do, we'll never have to worry about electri bills again. And we'll never get bored with the view.

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6 **Read again the first three sentences of the article, which describe the town of Freiburg. Write similar sentences about your city, town or village.**

[name of city] _____
has _____ inhabitants.
It is located in a region called
_____ in the *[north/south-west...]* _____ of
_____ *[your country]*.
It is a(n) _____ *[industrial centre/historic city or town/tourist resort...]*
It is best known as *[the birthplace of...]*
_____
It is famous for *[its castle/the film festival...]*
_____

7 **Use the sentences from Exercise 6 and any additional information to talk about your city, town or village.**

– ÖKOLOGISCHE STADT ERWARTET SIE!



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LISTENING 2

TRUE/FALSE ◂◂ 16

1 **Describe the photo and answer the questions.**

- Do you think the children feel good in their room? Why?/Why not?
- What are the good and bad sides of sharing a room?



examtask

2 **CD 1·29 You are going to hear a conversation between a mother and her children on Christmas Day. Decide if the statements 1–6 are true (T) or false (F).**

1 Kenny and Lorraine share a bedroom.
2 The family live in a small bungalow.
3 The children look for their Christmas presents in all the rooms.
4 The envelope contains a picture of the real present.
5 The new house has a front garden and a back garden.
6 Kenny doesn't know what a terraced house is.

3 **CD 1·30 Write down as many places as you can remember where the children look for presents. Listen, check and complete the list.**

4 **If money was not a problem, what kind of house would you like to have? Take notes under these headings.**

- Type and size of house
- Location
- Outside (garden/garage)
- Inside (rooms/furniture and furnishing/style)
- Other (neighbours/attractions in the neighbourhood)

5 **Use your notes from Exercise 4 to talk about your dream house.**

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SPEAKING

DISCUSSION ◂◂56

examworkout

1 Read the exam task below and do exercises a–b.

Look at the list of advantages of living in a big city. Discuss their importance and say what possible disadvantages might be connected with living in a big city.
- public transport
- access to cultural events
- shopping opportunities
- education and employment opportunities

a Match the fragments of sample answers 1–6 to a correct bullet point in the exam task.

1 Usually, there are a number of cinemas and theatres in every big city, so you have a much better choice as far as entertainment is concerned.
2 There are also smaller specialised shops which sell things for professionals.
3 I can easily get wherever I want, and it is cheapear than driving your own car, too.
4 There are a few shopping malls in every city so you can buy just about everything you need in one place.
5 There are a lot of companies, so the employment market is much more varied than in a small town.
6 I know that sometimes it can get very crowded, but trams go much faster than cars anyway.

b Look at possible disadvantages that might be connected with living in a big city. Try to explain how they might affect people's lives and what might be their consequences.

pollution crime commuting
traffic congestion noise overcrowding

examtask

2 Work in pairs and do the exam task below.

Look at the list of advantages of living in the countryside. Discuss their importance and say what possible disadvantages might be connected with living in the countryside.
- clean environment
- peace and quiet
- safety
- no traffic jams

3 Work in pairs and answer the follow-up questions below. One of you is a student and answers the questions, the other plays the role of the examiner.

Follow-up questions:
- Would you like to live in the countryside or in the suburbs of a big city? Why?
- Can you describe your room?
- What are the advantages and disadvantages of living on your own?

WRITING

FORMAL LETTER: A LETTER OF ENQUIRY ◂◂50

examworkout

1 Read the exam task in Exercise 2 and do preparation exercises a–d.

a List at least two words or expressions you are going to use for each bullet point.

b Answer the following questions.

1 How should you begin this letter?
Dear _____,
2 Complete the first sentence:
I am writing _____
about the _____ advertised on the property pages of The Guardian on September 15.
3 How should you finish the letter?
I look forward _____.
Yours _____,

c Put these jumbled questions in order.

1 bathroom / a / in / is / shower / the / there ?
Is there a shower in the bathroom?
2 post office / far / how / is / it / nearest / the / to?
_____
3 there / sports / are / facilities/ in / any / area / the?
_____
4 house / the / been/ redecorated / recently / has?
_____

d Turn questions 2–4 from Exercise 1 c into indirect questions. ▸▸202

1 I would like to know if there is a shower in the bathroom.
2 Could you please let me know _____?
3 Do you happen to know _____?
4 I would also like to ask _____.

examtask

2 Read the exam task below and write an email.

You have received a scholarship to Bristol University and you are looking for a room to rent. You found an agency that specialises in student accommodation. Write an email to the agency in which you will:
- explain what kind of accommodation you need
- write how long you need it for
- mention three things that are important for you about a room or flat
- ask if they have a website with pictures of the rooms.

Start your email like this: *Dear Sir/Madam,*

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PARTS OF A HOUSE

attic /ˈætɪk/
back door /bæk dɔ:/
back garden /bæk ˈgɑ:dn/
balcony /ˈbælkəni/
basement /ˈbeɪsmənt/
cellar /ˈselə/
downstairs /daʊnˈsteəz/
drive /draɪv/
fence /fens/
floor /flɔ:/
front door /frʌnt dɔ:/
front garden /frʌnt ˈgɑ:dn/
garage /ˈgærɪdʒ/
lawn /lɔ:n/
letterbox /ˈletəbɒks/
loft /lɒft/
roof /ru:f/
staircase /ˈsteəkeɪs/
stairs /steəz/
upstairs /ʌpˈsteəz/
window /ˈwɪndəʊ/

FURNITURE AND EQUIPMENT

IN THE WHOLE HOUSE

blind /blaɪnd/
carpet /ˈkɑ:pɪt/
central heating /ˈsentrəl ˈhi:tɪŋ/
curtain /ˈkɜ:tn/
household appliance /ˈhaʊshəʊld əˈplaɪəns/
light bulb /laɪt bʌlb/
net curtain /net ˈkɜ:tn/
radiator /ˈreɪdieɪtə/
windowsill /ˈwɪndəʊsɪl/

BATHROOM

bath /bɑ:θ/
mirror /ˈmɪrə/
shower /ˈʃaʊə/
soap /səʊp/
tap /tæp/
toothbrush /ˈtu:θbrʌʃ/
towel /ˈtaʊəl/
washbasin /ˈwɒʃbeɪsən/
washing machine /ˈwɒʃɪŋ məˈʃi:n/

BEDROOM

bed /bed/
bedside table /ˈbedsaɪd ˈteɪbəl/
blanket /ˈblæŋkɪt/
bookshelf /ˈbʊkʃelf/
chair /tʃeə/
chest of drawers /tʃest əv drɔ:z/
dressing table /ˈdresɪŋ ˈteɪbəl/
lamp /læmp/
pillow /ˈpɪləʊ/
plant /plɑ:nt/
rug /rʌg/
sheet /ʃi:t/
shelf /ʃelf/
wardrobe /ˈwɔ:drəʊb/

SITTING ROOM/ LIVING ROOM

armchair /ˈɑ:mtʃeə/
audio system /ˈɔ:diəʊ ˈsɪstɪm/
bookcase /ˈbʊk-keɪs/
CD player /si: di: pleɪə/
coffee table /ˈkɒfi ˈteɪbəl/
couch /kaʊtʃ/
fireplace /ˈfaɪəpleɪs/
furniture /ˈfɜ:nɪtʃə/
sofa /ˈsəʊfə/
stereo /ˈsteriəʊ/
TV set /ti: vi: set/
wallpaper /ˈwɔ:lpeɪpə/

KITCHEN

cooker /ˈkʊkə/
cupboard /ˈkʌbəd/
dishwasher /ˈdɪʃˌwɒʃə/
freezer /ˈfri:zə/
fridge /frɪdʒ/
kitchen table /ˈkɪtʃɪn ˈteɪbəl/
microwave oven /ˈmaɪkrəweɪv ˈʌvən/
oven /ˈʌvən/
running water /ˈrʌnɪŋ ˈwɔ:tə/
sink /sɪŋk/

HALL

doorbell /ˈdɔ:bel/
doormat /ˈdɔ:mæt/

TYPES OF HOUSES AND FLATS

apartment /əˈpɑ:tmənt/
bedsit /bedˈsɪt/
block of flats /blɒk əv flæts/
bungalow /ˈbʌŋgələʊ/
cottage /ˈkɒtɪdʒ/
detached house /dɪˈtætʃt haʊs/
farmhouse /ˈfɑ:mhaʊs/
flat /flæt/
high rise /haɪ raɪz/
mansion /ˈmænʃən/
residential building /rezɪˈdenʃəl ˈbɪldɪŋ/
semi-detached house /ˈsemi dɪˈtætʃt haʊs/
skyscraper /skaɪskreɪpə/
studio /ˈstju:diəʊ/
terraced house /ˈterəst haʊs/
tower block /ˈtaʊə blɒk/

CONDITION AND SIZE

bright /braɪt/
cosy /ˈkəʊzi/
fitted kitchen /ˈfɪtɪd ˈkɪtʃɪn/
furnished /fɜ:nɪʃt/
in bad condition /ɪn bæd kənˈdɪʃən/
in good condition /ɪn gʊd kənˈdɪʃən/
modern /ˈmɒdn/
recently renovated /ˈri:səntli ˈrenəveɪtəd/
roomy /ˈru:mi/
spacious /speɪʃəs/
tiny /ˈtaɪni/
unfurnished /ʌnˈfɜ:nɪʃt/

LOCATION

area /ˈeəriə/
capital city /ˈkæpətl ˈsɪti/
conveniently located /kənˈvi:niəntli ləʊˈkeɪtəd/
countryside /ˈkʌntrisaɪd/
district /ˈdɪstrɪkt/
home town /ˈhəʊmtaʊn/
in the country /ɪn ðə ˈkʌntri/
inhabitant /ɪnˈhæbɪtənt/
neighbourhood /ˈneɪbəhʊd/
next-door neighbour /nekst ˈdɔ: ˈneɪbə/
old town /əʊld taʊn/
resident /ˈrezɪdənt/
resort /rɪˈzɔ:t/
rural /ˈrʊərəl/
slums /slʌmz/
suburb /ˈsʌbɜ:b/
tourist town /ˈtʊərɪst taʊn/
town /taʊn/
urban /ˈɜ:bən/
view /vju:/
village /ˈvɪlɪdʒ/

RENTING A FLAT

accommodation /əkɒməˈdeɪʃn/
electricity bill /ɪlekˈtrɪsəti bɪl/
estate agent /ɪsteɪt eɪdʒənt/
flatmate /ˈflætmeɪt/
for sale /fə seɪl/
landlady /ˈlændleɪdi/
landlord /ˈlændlɔ:d/
let a flat /let ə flæt/
p.m. (per month) /pə mʌnθ/
p.w. (per week) /pə wi:k/
pay in advance /peɪ ɪn ədˈvɑ:ns/
pay the bills /peɪ ðə bɪlz/
pay the rent /peɪ ðə rent/
rent a flat /rent ə flæt/
roommate /ˈru:mmeɪt/
telephone bill /teləfəʊn bɪl/
to let /tə let/

HOUSEWORK

clean the bathroom /kli:n ðə bɑ:θrʊm/
clean the windows /kli:n ðə wɪndəʊz/
clear up the mess /klɪə ʌp ðə mes/
do the cooking /du: ðə kʊkɪŋ/
do the housework /du: ðə haʊswɜ:k/
do the ironing /du: ðə aɪənɪŋ/
do the washing-up /du: ðə wɒʃɪŋ ʌp/
vacuum the floor /ˈvækjuəm ðə flɔ:/

USEFUL PHRASES

be at home /bi ət həʊm/
be in /bi ɪn/
commute /kəˈmju:t/
feel homesick /fi:l həʊmsɪk/
get home /get həʊm/
go home /gəʊ həʊm/
leave the house /li:v ðə haʊs/
lock the door /lɒk ðə dɔ:/
move house /mu:v haʊs/
move in /mu:v ɪn/
move out /mu:v aʊt/
share a flat /ʃeə ə flæt/
share a room /ʃeə ə ru:m/
stay in /steɪ ɪn/
stay out /steɪ aʊt/

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3 SCHOOL

'In examinations, those who do not wish to know the answers ask questions of those who cannot tell.'

SIR WALTER ALEXANDER RALEIGH (BRITISH LITERARY CRITIC, 1861–1922)



a



b



c



d



e



f

LANGUAGE & CULTURE

Educational systems in Britain and the USA are not the same. In Britain currently there is only primary school (ages 5–11) and **secondary school** (12 to 16 or 18). The last two years are sometimes called **sixth form**, or **sixth-form college**. At the age of 18, students who want to go to university take **A-levels**, which are a type of national **school-leaving exam**. In the USA , primary school is followed by **middle school** or **junior high school** (ages differ, usually being 11–14 or 12–15). After that students can go on to **high school** or, more precisely, **senior high school**.

2 **Read the Language & Culture box about education in Britain and in the USA. What are the following called in your country?**

1 primary school - _____
2 junior high-school - _____
3 high school - _____
4 A-levels - _____

3 **Now use the vocabulary from Exercises 1 and 2 to tell the story of your own education to another student.**

PLACES IN A SCHOOL

4 **Match sentences 1–8 to a–h, then tick (✓) the facilities your school has got.**

1 Do you know what time the **library** opens?
2 Can you tell me where the **canteen** is?
3 Can you tell me where the **office** is?
4 Our school's got several **sports fields**.
5 I'm looking for the **computer room**.
6 Our school has a very well-equipped **science lab**.
7 Tommy's in the **gym**.
8 I'm looking for the **staffroom**.

a I need to see the secretary about some papers.
b We do all kinds of experiments there.
c Where else can a sports maniac be at break?
d I need to talk to the art teacher.
e I'm hungry!
f I need some books.
g We can play all kinds of team games.
h Has it got really fast Internet access?

TYPES OF SCHOOL

1 **Match pictures a–f to sentences 1–6.**

1 The first year of primary school was fun. I was proud to be a schoolgirl.
2 I had to pass an entrance test to get into this secondary school.
3 I went to kindergarten when I was three. I hated it.
4 And then, if everything goes according to plan, I'll graduate from university in five years' time.
5 I'm taking the school-leaving exams this year. The stress is dreadful!
6 I hope to get a place at university to study literature.

WORDBANK • PAGE 93

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PEOPLE IN A SCHOOL

5 Complete the sentences with the words from the box.

classmate deputy head examiner head teacher lecturer students staff

1 There are twenty-eight _____ in my class.
2 Miss Hutchinson is a(n) _____ as well as a teacher. She knows all about the final exams.
3 My father's a _____ at university.
4 The _____ is away at a conference this week. In her absence, the _____ is in charge of the school.
5 Uncle Gerald is not really my uncle. He's my dad's old _____. They went to school together thirty years ago.
6 Our school is big. There is a teaching _____ of more than 100.

SCHOOL SUBJECTS

6 Match the subjects to the activities. Tick (✓) the activities you enjoy and put a cross (✗) next to the ones you dislike. Tell another student about your choices.

SUBJECT
1 Maths
2 Science (Physics, Chemistry, Biology)
3 Geography
4 History
5 Language and literature
6 Foreign languages
7 PE (Physical Education)
8 IT (Information Technology)
9 Art

WHAT DO WE DO DURING LESSONS?
a play team sports
b learn to use software
c solve problems
d do vocabulary exercises like this one
e draw or paint
f study maps
g read and discuss set books
h learn about the past
i do experiments

SCHOOL OBJECTS

7 Complete the sentences with names of school objects.

1 Adam, can you please wipe the **b**_____ for me? And could you also go and fetch some **ch**_____?
2 Would everybody please put their **n**_____ on their desks so that I can collect them?
3 Don't lose this material. Put it in your **f**_____ *now.*
4 This year, we're going to use a new English **t**_____. There are tons of vocabulary exercises in it!
5 'Has anyone got a **r**_____? I need to correct something.' 'There is one in my **p**_____ **c**_____. Help yourself.'
6 I need to go to my **l**_____. I've left my Maths book in it.

EXAMS

8 Arrange the verbs from the box to tell the story of someone who took an exam, but didn't succeed the first time.

failed passed retook prepared for took

He _____ _____ _____ _____ _____ the exam.

9 Use the verbs from Exercise 8 to tell a real story of how you or someone you know had difficulty passing an exam (for example, the driving test!)

10 Circle the correct answer.

1 The teacher who is responsible for a whole class of students is called a **form/head** teacher.
2 If a child goes to an independent school, the parents must pay school **fares/fees**.
3 If you are good at adding, deducting and multiplying, you should take part in a Maths **competition/course**.
4 If you study hard every day and get good grades, you will get an impressive school **certificate/graduate** at the end of the school year.
5 Teachers have many responsibilities: for instance, they must prepare lessons and **examine/mark** tests and essays.
6 At the end of each term all the teachers at school gather together at a **staff/school** meeting and discuss important school issues.
7 After taking the school-leaving exam, the students have to wait for the exam **papers/results** to be announced before they can apply to a university.

USEFUL PHRASES

11 Zoe's in a new boarding school. Read her letter to her parents and complete the sentences with *make* or *do* in the correct form.

Hi Mum and Dad,
They're making us work really hard in this school. If you don't pay attention in class and [1]_____ notes, you're soon lost. Last week I didn't [2]_____ my Latin homework and Miss Scott told me to [3]_____ fifteen exercises! But then when we had a test, I [4]_____ only two mistakes. On the whole, language lessons are fun. Most of the time we [5]_____ fun activities. And I think I'm really [6]_____ progress in Spanish. I understand much more now than a year ago.
We're [7]_____ an interesting project on local history now. When we finish, we'll have to [8]_____ presentations about what we've found out.
Some days I just want to scream: 'I can't work any harder! I'm already [9]_____ my best!'
But then I think that at the end of it all I'll [10]_____ really well in the final exams and go to a good university.
Give my love to Granny. I miss you all.
See you at Christmas.
Love,
Zoe

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MATCHING ◂◂26

1 **If you could suggest some changes in your school, what would they be? List three ideas. You can use the topics in the box. Then ask other students in your class about their ideas.**

subjects lessons homework trips tests and exams equipment uniforms

examtask

2 **Read the students' suggestions concerning changes at their school. Answer the questions 1–5 by matching each question to an appropriate suggestions form A–F. There is one extra suggestions form that you do not need to use.**

Who...

1 doesn't think learning foreign languages is useful?
2 would like to see more high-tech equipment at school?
3 suggests a different way of assessing students' progress?
4 would like school work to be easier and more fun?
5 dislikes being in the same class with people who don't study hard?

3 **Which of the suggestions do you like? Which ones do you disagree with? Compare your choices in small groups. Give reasons.**

4 **Complete the highlighted expressions from the text which refer to things you can do to get good results at school. Tick (✓) how often you do these things. Compare your answers in small groups.**

HOW OFTEN DO YOU...	REGULARLY	OFTEN	SOMETIMES	HARDLY EVER	NEVER
study _____ ?					
revise for _____ ?					
learn things by _____ ?					
do your _____ ?					
take _____ in class ?					
hand in _____ ?					

A SUGGESTIONS FORM

Please make this a single-sex school! Mixed schools don't work because schoolboys don't learn like schoolgirls. They don't study as hard or revise for their exams as well as we do.
We also need smaller class sizes (especially for students with learning difficulties). It's unfair to put hard-working, motivated co-operative pupils with lazy, uncooperative kids.

Name: Jenny Dawson (3C)

B SUGGESTIONS FORM

We shouldn't have examinations every term, and the teachers shouldn't give us so much homework. I spend all my time writing essays and learning things by heart for all the tests and exams. It's no fun.
All my classmates agree that we learn better when we're doing things so there should be more school trips. It's boring staying in the classroom all the time.

Name: Bart Simpson

C SUGGESTIONS FORM

Let's spend more time on useful subjects like Maths, Computer Studies and Science, especially Physics and Chemistry, and less time on boring rubbish like English literature, Art, Music and foreign languages. What's the point of learning French or German when everyone in the world speaks English?
And the Science lab is a disgrace.

Name: Stephen Bawking (2A)

D SUGGESTIONS FORM

1. Serve better food in the school canteen and lower the prices.
2. PE should be optional, not compulsory. I hate it.
3. There aren't enough copies of the set books in the library.
4. Get bigger lockers. There's no room for all my stuff.
5. Paint the classrooms and get bigger desks. They're too small.
6. Let us leave the school grounds when we have a free period or during the lunch break. We're big kids now.

Name: Emily Anderson (4B)

E SUGGESTIONS FORM

Could you change the system of assessment, please? It's not fair. Some students just don't do well in exams. I always do my homework, my class work is usually good, I take notes in class, and I revise really hard. But I fail my exams because I get nervous. Why don't we do more project work as part of our assessment?

Name: Gordon Black (1E)

F SUGGESTIONS FO

Get rid of blackboards a chalk and replace them interactive whiteboards a laptop computer for ea student. It's the 21st centu you know! And what abo a school webpage that re works? We could do lots of things online: hand in homework, consult our e results, download past e papers, send suggestions to the head teacher and communicate with the teaching staff.

Name: Gill Bates (5A)

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TRUE/FALSE/NO INFORMATION ◂◂17

1 **Think of three to five school problems you've had recently. Tell another student about them.**

examtask

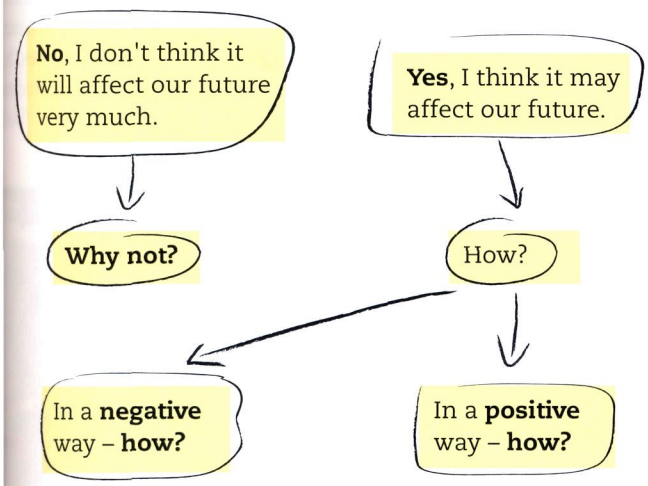
2 **CD 1·31 You are going to hear a conversation between two pupils in a school canteen. Decide if the statements 1-6 are true (T), false (F) or there is no information (N).**

1 Tommy is not with them because he's got a PE lesson now.
2 David thinks that Geography is a useless subject.
3 The next lesson is History.
4 David hasn't done his History homework because his computer crashed.
5 David and Jenny have got exams in three months' time.
6 David thinks Ms. Fitzwilliam sets too much homework.

3 **CD 1·32 Listen again to the following extract. Then write your own short dialogue using the highlighted phrases and adding your own ideas.**

A: Anyway, how're you doing?
B: Not bad, considering I had to survive double Geography first thing this morning.
A: What's wrong with Geography? I like it. It's almost like travelling, you know, like, in your imagination.
B: It's boring, that's what's wrong with it. And it's certainly nothing like travelling...

4 **Miss Fitzwilliam thinks that 'if you don't study now, it may affect your whole future.' What's your opinion? You can use the chart to help you.**



WORD BUILDING ◂◂38

examworkout

1 **Read the exam task and do preparation exercises a–b.**

a **Look at the words in brackets and the table below. How many different words can you form from them?**

adjective	adverb	verb	noun
different	*differently*	*differ*	difference
happy		_____	
able	_____		
low	_____		
fair		_____	
		educate	
easy		_____	
			power

b **Look at the adjectives in the table above. Which of them can form antonyms by adding a prefix or a suffix? Add the antonyms to the table.**

examtask

2 **Read the following article about the school lottery. Use the words in brackets to form one word for each gap 1–8.**

THE SCHOOL LOTTERY

In some big cities in Britain, identical houses in similar areas are sold for very [1] _____ (**difference**) prices. Why is this? Each school in Britain has a list of streets it takes its students from. It can only take students from another area if there are not enough local students to take up all the places. Understandably, parents will [2] _____ (**happy**) pay more for a house in a street where their children could attend a better school.

What about those who can't afford to pay more for their house? At the moment, if they don't have the [3] _____ (**able**) to pay, their children will have to go to a worse school which probably has more problem students and [4] _____ (**low**) exam results.

Some people believe that this is [5] _____ (**fair**). They say that the children of poor parents who want a good [6] _____ (**educate**) should have the same chance as the children of richer parents. They suggest introducing 'lottery' schemes to decide which school a child will attend. The idea is that the better students will help the others and the teachers will be able to control them more [7] _____ (**easy**).

Obviously not everyone likes the idea. The parents who are upset are generally richer and more [8] _____ (**power**) than others, and they have a good chance of keeping things as they are. The ideal solution, of course, would be to make *all* schools better.

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TRUE/FALSE ◂◂ 23

1 Check the words in bold in a dictionary. Underline the statements which are likely to be true about a school in an area with a lot of social problems.

1 There is *a lot of / no* **illiteracy** in the district.
2 The children's test **scores** are very *high / low*.
3 **Attendance** at the school is *poor / good*.
4 Most of the children in the school come from a *rich / poor* **background**.
5 The school accepts children *depending on / **regardless of*** their results in a previous school.
6 The children have *more / fewer* lessons than the national **average**.
7 There is *quite a lot of / not much* **joy** in the children's lives.

examtask

2 Read the following text about a special school in New York. Decide if the statements 1–6 are true (T) or false (F).

1 The KIPP Academy is the best public school in New York.
2 Most students at the KIPP Academy come from poor families.
3 Most students continue their education after finishing the KIPP Academy.
4 One reason why students are successful is that they have more lessons than in other schools.
5 All students at the KIPP Academy have to study Art.
6 There are no discipline problems at the KIPP Academy.

4 (2008) Leeds Herald Monday, January 7, 2

The KIPP Academy

Donna Smith takes a look at an educational revolution

New York's South Bronx district suffers terrible social problems, such as widespread illiteracy, drug abuse and youth crime. But in the midst of this, there is a school which has produced surprising academic results by combining lessons in hip-hop with the long hours and work ethic of the Victorians.

The KIPP Academy has been the best public middle school in the South Bronx in reading, math and attendance for nine consecutive years, and ranks in the top ten per cent of all New York City public schools.

KIPP stands for the *Knowledge is Power Programme*, a national network of free co-educational public schools in poor communities throughout the USA. There are over fifty KIPP schools serving 14,000 students in seventeen states. More than eighty per cent of them are low-income, and more than ninety-five per cent are African American or Hispanic/Latino. 'KIPP aims to provide underserved students the same quality of instruction found in a top state-run Academy in Europe,' explains KIPP spokesperson Steve Mancini, who taught English at the Second Liceum in Gliwice, Poland in 1990-91 through the World Teach Program. The idea is that everyone should have the opportunity to obtain the academic and character skills necessary to achieve success, so students are accepted regardless of background or academic record. Amazingly, nearly eighty per cent of them end up graduating from high school and going on to college!

The secret to KIPP's academic success is hard work. The school day lasts from 7:25 a.m. to 5:00 p.m. every weekday, plus four hours on Saturday and three weeks during the summer holidays. That amounts to fifty per cent more classroom time than in traditional public schools.

The students' progress is closely monitored and they get a lot of support. They can phone their teachers if they have problems with their homework, and the school constantly communicates with parents about how they can help their children at home.

Another reason why KIPP is successful is the 'joy factor'. The teachers are hard-working, creative and motivating, and they use techniques such as singing, chanting, and movement to make lessons fun and engaging. A unique feature at the So Bronx KIPP school is the 180-piece orches whose purpose is not to train professio musicians, but to show what can be achie through enthusiasm and hard work. Stude can take part in extra-curricular activi such as Art, Physical Education and Busin Studies, and there are also regular field t all around the country.

The result is that very few students s classes, cheat in exams or drop out. At KI they help children become better citiz as well as better learners. They meas success not only by higher test scores, also by what kind of citizens their stude become. The philosophy is simple: 'W Hard, Be Nice'.



Phot.

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3 **Look through the text again. Find at least ten things that make the KIPP Academy a success. Tick (✓) those that your school has got and cross (✗) those that your school has not got.**

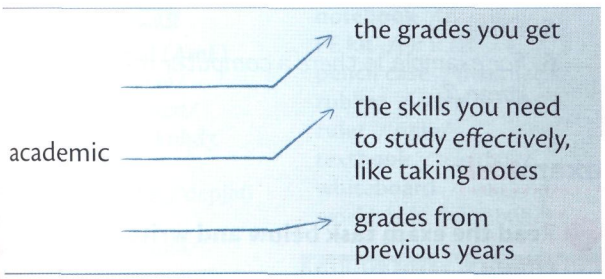
The KIPP Academy	My school
– school day from 7:25 a.m. to 5:00 p.m. every weekday plus four hours on Saturday	✗
–	
–	
–	
–	
–	

4 **Which of the the things you listed in Exercise 3 would you like your school to have? Discuss in small groups.**

5 **Read the Language and Culture note. Find three more collocations with the word *academic* in the text.**

LANGUAGE & CULTURE

The word *academic* in English can mean 'related to education and studying'. If a school is good, we can say it offers *high academic standards*. *Academic honesty* means not cheating in exams or copying other people's work.



6 **Ask and answer in pairs:**

- Which school in your town or city has a reputation for *high academic standards*?
- Are you satisfied with your *academic results*?
- When you applied to this school, did you have to give your *academic record* from the previous one?
- How good are your *academic skills*?

MATCHING ◂◂ 18

exam*workout*

1 **You will hear three people talking about their primary school teachers. Read sentences A–D, which summarise what they say, and answer the questions to predict what they might say.**

A I had a teacher who was too strict.
- What do **strict** teachers do?

B I had a teacher who was inspiring despite some faults.
- In what way can a teacher be **inspiring**?
- What **faults** can a teacher have?

C I had a teacher who was never punctual.
- If someone is **never punctual**, what does (s)he do?

D I had a teacher who was demanding but fair.
- What does a **demanding** teacher do?
- What makes a teacher **fair**?

2 **CD 1·33 Now listen to the three people and match what they say A–D to the numbers 1–3. One option does not match any of the speakers.**

1 2 3

3 **One of the recordings contains the same word as one of the options, yet that option is not the right answer! Which one?**

exam*task*

4 **CD 1·34 You are going to hear six teachers talking about what annoys them at school. Match the speakers 1–6 to the statements A–H. There are two extra statements that you do not need to use.**

A This teacher has got a lot of problems with students.
B This teacher likes everything about his/her job except the part that is not related to teaching.
C This teacher dislikes his/her head teacher.
D This teacher says only good things about his/her students.
E This teacher has more problems with some adults than with students.
F This teacher says parents are always difficult.
G This teacher would like students to show more interest and enthusiasm.
H This teacher is upset by some students' lack of academic honesty.

1 2 3 4 5 6

5 **CD 1·35 Here are some of the expressions the teachers used when talking about what students do. Match the collocating words. Then listen and check.**

1 cheat	a lessons
2 steal	b late
3 miss	c truant
4 turn up	d in exams/homework
5 play	e library books

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SPEAKING 1

SITUATIONAL ROLEPLAY ◂◂58

examworkout

1 Read the exam task in Exercise 2. Then do preparation exercises a–b.

a Use the correct verb forms in these sentences.

1 I'd like to suggest (organise) _____ a class trip.
2 Why don't we (go) _____ to Stonehenge?
3 How about (go) _____ to Oxford?
4 We could (do) _____ a project on it.
5 We promise (behave) _____ very well.

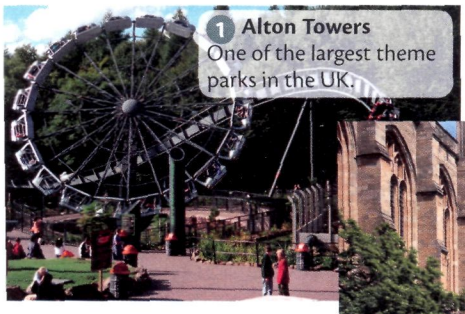
b Tick (✓) polite ways of disagreeing.

1 I see your point, but...
2 You must be joking!/No way!
3 I see what you mean, but...
4 I'm afraid I can't quite agree with you about that.
5 What a stupid idea!
6 I'm not sure that's very educational.

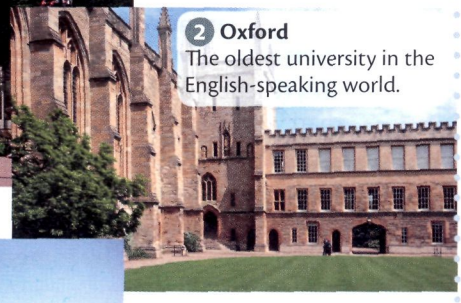
examtask

2 In pairs, roleplay the situation below. One of you is the candidate, the other plays the role of the examiner.

You are attending a language school in England and you are planning a class trip. Below you will find some pictures of places where you could go. Your teacher wants to go to the National Gallery in London, but you think it is boring. Persuade your teacher to go to one of the other places.



1 Alton Towers
One of the largest theme parks in the UK.



2 Oxford
The oldest university in the English-speaking world.



3 Stonehenge
The mysterious stone circle built over 4000 years ago.



4 The National Gallery, London
Masterpieces by famous painters.

SPEAKING 2

PHOTO DESCRIPTION ◂◂62

3 Look at page 167 and do exercises 1–4.

WRITING

FORMAL LETTER: A LETTER OF ENQUIRY ◂◂50

examworkout

1 Read the exam task below and do exercises a–b.

You would like to go on a summer English course in Cambridge. You have found an advertisement for a language school that looks interesting. Write an email to the manager of the school in which you will ask about:
- the price of a one-month General English course
- the facilities at the school
- afternoon activities

a Read a student's response to the exam task and answer these questions:
- Has she included all the questions required by the rubric?
- Is there anything wrong with the email?

Dear Sir or Madam,
Could you please tell me something about the school's facilities?
I also wonder about the social activities.
May I ask you to let me know the price of a course?

b Develop the candidate's email by adding the following lines in appropriate places:

1 *Yours sincerely,*
2 *that you mentioned in the advertisement. What are they exactly?*
3 *one-month General English*
4 *I have read your advertisement and I am interested in taking a course. However, I would like to know some more details.*
5 *Finally,*
6 *For example, is there a computer room and a library?*

examtask

2 Read the exam task below and write a letter of enquiry.

You would like to take part in a windsurfing course in Australia. You have found the website of a company that organises such courses. Write an email to the manager of the company in which you will ask about:
- enrollment requirements
- the price of a two-week course
- accomodation

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Types of school

academy /ə'kædəmi/
elementary school (*AmE*) /ˌelə'mentəri sku:l/
high school (*AmE*) /haɪ sku:l/
independent school /ˌɪndə'pendənt sku:l/
junior high school /'dʒu:niə haɪ sku:l/
kindergarten /'kɪndəgɑ:tn/
middle school /'mɪdl sku:l/
nursery school /'nɜ:səri sku:l/
primary school /'praɪməri sku:l/
private school /'praɪvət sku:l/
public school /'pʌblɪk sku:l/
secondary school /'sekəndəri sku:l/
single-sex school /ˌsɪŋgəl 'seks sku:l/
state school /steɪt sku:l/
university /ˌju:nə'vɜ:səti/

Places in a school

canteen /kæn'ti:n/
classroom /'klɑ:sru:m/
common room /'kɒmən ru:m/
computer room /kəm'pju:tə ru:m/
corridor /'kɒrədɔ:/
dining room /'daɪnɪŋ ru:m/
gym /dʒɪm/
gymnasium /dʒɪm'neɪziəm/
headmaster's office /ˌhed'mɑ:stəz 'ɒfɪs/
lab /læb/
laboratory /lə'bɒrətri/
library /'laɪbrəri/
office /'ɒfɪs/
playground /'pleɪgraʊnd/
science lab /'saɪəns læb/
sports field /spɔ:tsfi:ld/
staffroom /stɑ:fru:m/

People in a school

assistant principal (*AmE*) /ə'sɪstənt 'prɪnsəpəl/
classmate /'klɑ:smeɪt/
college student /'kɒlɪdʒ 'stju:dənt/
deputy head (*BrE*) /'depjəti hed/
examiner /ɪg'zæmɪnə/
form teacher /fɔ:m 'ti:tʃə/
head teacher /hed 'ti:tʃə/
headmaster /ˌhed'mɑ:stə/
headmistress /ˌhed'mɪstrɪs/
lecturer /'lektʃərə/
principal (*AmE*) /'prɪnsəpəl/
professor /prə'fesə/
pupil /'pju:pəl/
schoolboy /'sku:lbɔɪ/
schoolgirl /'sku:lgɜ:l/
schoolmate /'sku:lmeɪt/
teacher /'ti:tʃə/
teaching staff /'ti:tʃɪŋ stɑ:f/
university student /ˌju:nə'vɜ:səti 'stju:dənt/

Subjects

Art (and Design) /ɑ:t ən dɪ'zaɪn/
Biology /baɪ'ɒlədʒi/
Chemistry /'keməstri/
club /klʌb/
English language and literature /'ɪŋglɪʃ 'læŋgwɪdʒ ən 'lɪtərətʃə/
foreign language /'fɒrɪn 'læŋgwɪdʒ/
Geography /dʒi'ɒgrəfi/
History /'hɪstəri/
ICT /ai si: ti:/
Information and Communication Technology /ˌɪnfə'meɪʃən ən kəˌmju:nɪ'keɪʃən tek'nɒlədʒi/
Information Technology /ˌɪnfə'meɪʃən tek'nɒlədʒi/
IT /ai ti:/
Mathematics /ˌmæθə'mætɪks/
Maths /mæθs/
Music /'mju:zɪk/
PE /pi: i:/
Physical Education /'fɪzɪkəl ˌedjʊ'keɪʃən/
Physics /'fɪzɪks/
Religious Education /rɪ'lɪdʒəs ˌedjʊ'keɪʃən/
Science /'saɪəns/

School objects

blackboard /'blækbɔ:d/
board /bɔ:d/
chalk /tʃɔ:k/
copybook /'kɒpibʊk/
coursebook /'kɔ:sbʊk/
exercise book /'eksəsaɪz bʊk/
file /faɪl/
folder /'fəʊldə/
interactive whiteboard /ˌɪntər'æktɪv 'waɪtbɔ:d/
locker /'lɒkə/
notebook /'nəʊtbʊk/
PE kit /pi: i: kɪt/
pencil case /'pensəlkeɪs/
rubber /'rʌbə/
ruler /'ru:lə/
textbook /'tekstbʊk/
whiteboard /'waɪtbɔ:d/
workbook /'wɜ:kbʊk/

Going to/leaving school

absence /'æbsəns/
attend a course /ə'tend ə kɔ:s/
attend classes /ə'tend 'klɑ:səs/
attend school /ə'tend sku:l/
attendance /ə'tendəns/
be absent /bi 'æbsənt/
be present /bi 'prezənt/
get a degree /get ə dɪ'gri:/
get a diploma /get ə də'pləʊmə/
get into university /get 'ɪntə ˌju:nə'vɜ:səti/
graduate (*noun*) /grædʒuət/
graduate from a university /grædʒueɪt frəm ə ˌju:nə'vɜ:səti/
leave school /li:v sku:l/
MA /em eɪ/
obtain a certificate /əb'teɪn ə sə'tɪfɪkət/

Being at school/studying

class /klɑ:s/
deadline /'dedlaɪn/
do a course /du: ə kɔ:s/
grade /greɪd/
holidays /'hɒlədeɪz/
learn (about) sth /lɜ:n ə'baʊt 'sʌmθɪŋ/
lesson /'lesən/
lunch break /lʌntʃbreɪk/
mark /mɑ:k/
memorise /'meməraɪz/
miss lessons /mɪs 'lesənz/
scholarship /'skɒləʃɪp/
school trip /sku:l trɪp/
set books /set bʊks/
term /tɜ:m/
timetable /'taɪmˌteɪbəl/
write an essay /raɪt ən 'eseɪ/
written work /'rɪtn wɜ:k/

Exams

academic results /ˌækə'demɪk rɪ'zʌlts/
academic standards /ˌækə'demɪk stændədz/
cheat in an exam /tʃi:t ɪn ən ɪg'zæm/
correct exam papers /kə'rekt ɪg'zæm peɪpəs/
do an exam /du: ən ɪg'zæm/
do badly in an exam /du: 'bædli ɪn ən ɪg'zæm/
do well in an exam /du: wel ɪn ən ɪg'zæm/
exam /ɪg'zæm/
exam paper /ɪg'zæm peɪpə/
examination /ɪgˌzæmə'neɪʃən/
fail a test /feɪl ə test/
fail an exam /feɪl ən ɪg'zæm/
get 100 marks in an exam /get wʌn 'hʌndrɪd mɑ:ks ɪn ən ɪg'zæm/
get the results (of an exam) /get ðə rɪ'zʌlts əv ən ɪg'zæm/
grade exam papers (*AmE*) /greɪd ɪg'zæm peɪpəs/
mark exam papers /mɑ:k ɪg'zæm peɪpəs/
pass an exam /pɑ:s ən ɪg'zæm/
prepare for exams /prɪ'peə fə ɪg'zæmz/
retake an exam /ˌri:'teɪk ən ɪg'zæm/
revise for exams /rɪ'vaɪz fə ɪg'zæmz/
school-leaving exam /ˌsku:l 'li:vɪŋ ɪg'zæm/
score 100 marks in a test /skɔ: wʌn 'hʌndrɪd mɑ:ks ɪn ə test/
sit an exam /sɪt ən ɪg'zæm/
study for an exam /'stʌdi fə ən ɪg'zæm/
take an exam /teɪk ən ɪg'zæm/
university entrance exam /ˌju:nə'vɜ:səti 'entrəns ɪg'zæm/

Teachers and students

active /'æktɪv/
ambitious /æm'bɪʃəs/
cooperative /kəʊ'ɒpərətɪv/
demanding /dɪ'mɑ:ndɪŋ/
fair /feə/
gifted /'gɪftɪd/
hard-working /ˌhɑ:d 'wɜ:kɪŋ /
imaginative /ɪ'mædʒənətɪv/
lazy /'leɪzi/
motivated /'məʊtɪveɪtəd/
motivating /'məʊtɪveɪtɪŋ/
passive /'pæsɪv/
professional /prə'feʃənəl/
punctual /'pʌŋktʃuəl/
strict /strɪkt/
systematic /ˌsɪstə'mætɪk/
talented /'tælənтɪd/
uncooperative /ˌʌnkəʊ'ɒpərətɪv/
unfair /ˌʌn'feə/

Useful phrases

discuss set books /dɪ'skʌs set bʊks/
do a project /du: ə 'prɒdʒekt/
do a task /du: ə tɑ:sk/
do an exercise /du: ən 'eksəsaɪz/
do an experiment /du: ən ɪk'sperəmənt/
do homework /du: 'həʊmwɜ:k/
do your best /du: jə best/
hand in homework /hænd ɪn 'həʊmwɜ:k/
have a break /həv ə breɪk/
learn by heart /lɜ:n baɪ hɑ:t/
make a presentation /meɪk ə ˌprezən'teɪʃən/
make mistakes /meɪk 'mɪsteɪks/
make progress /meɪk 'prəʊgres/
mark homework /mɑ:k 'həʊmwɜ:k/
participate in a lesson /pɑ:'tɪsəpeɪt ɪn ə 'lesən/
read maps /ri:d mæps/
set an essay /set ən 'eseɪ/
set homework /set 'həʊmwɜ:k/
solve a problem /sɒlv ə 'prɒbləm/
staff meeting /stɑ:f 'mi:tɪŋ/
study hard /'stʌdi hɑ:d/
study sources /'stʌdi sɔ:səs/
take notes /teɪk 'nəʊts/
take part in a lesson /teɪk pɑ:t ɪn ə 'lesən/

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4 WORK

'I like work: it fascinates me. I can sit and look at it for hours.'

JEROME K. JEROME
(BRITISH HUMOROUS WRITER, 1859–1927)










WORDBANK · PAGE 101

JOBS

1 Complete the sentences by adding the suffixes from the box to the words in bold to make names of jobs. Which of the jobs are shown in the pictures?

–ant –er –ian –ist –man/–woman –or

1 A person who is responsible for the **accounts** of a company is an _____.
2 A person who **directs** films is a _____.
3 A person who repairs **electrical** devices/things is an _____.
4 A person who works in a **library** is a _____.
5 A person who plays **music** is a _____.
6 A person who works in **politics** is a _____.
7 A person who **programs computers** is a _____.
8 A person who delivers the **post** is a _____.
9 A person who has studied **psychology** is a _____.
10 A person who takes **photographs** is a _____.
11 A person who works in the field of **science** is a _____.

Which of these jobs are most/least useful? Discuss in pairs.

2 Match the people to what they do.

1 A journalist	a will operate on you if you are ill.
2 A chef	b designs clothes.
3 A miner	c builds roads, bridges or machines.
4 A farmer	d writes for a newspaper.
5 An engineer	e cooks in a restaurant.
6 A fashion designer	f works underground.
7 A surgeon	g grows food for all of us.

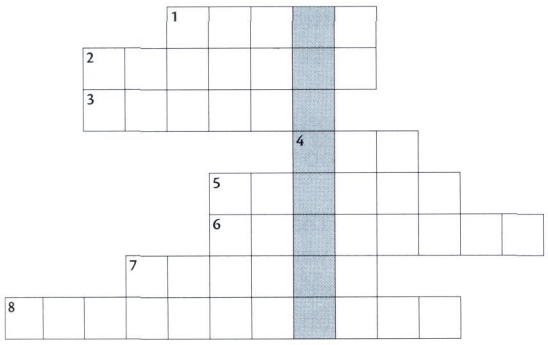
3 Match the words to make names of jobs.

1 police	a attendant
2 shop	b representative
3 flight	c guard
4 driving	d officer
5 sales	e driver
6 security	f instructor
7 taxi	g assistant

4 Look at all the jobs in Exercises 1–3. Which ones would you quite like to do? Which ones would you never want to do? Why? Tell another student.

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5 Complete the crossword to find out what all the jobs have in common.



1 He/She looks after you if you are ill in hospital.
2 You need him if the taps are leaking.
3 He/She can cure you when you're ill.
4 You need him/her if your dog is ill.
5 He serves you in a restaurant.
6 You need him if your car isn't working well.
7 He/She can advise you on legal matters.
8 You need him/her if you want your hair cut.

ADJECTIVES TO DESCRIBE JOBS

6 What's the *opposite* of...

1 a well-paid job – a _____ job
2 a permanent job – a _____ job
3 a full-time job – a _____ job

LOOKING FOR A JOB

7 Complete this letter of application with the words from the box.

skills responsible qualifications interview
experience CV apply advertisement

September 6, 2007

Dear Sir or Madam,

I would like to [1]_____ for the position of assistant at your art gallery. I saw your [2]_____ in *The Guardian* on June 12.

As you will see from my [3]_____, I have all the [4]_____ you require: a degree in art history and several certificates in foreign languages. I also have five years' [5]_____ of similar work at a small local gallery in my home town, Carnforth. While working there, I was [6]_____ for contacts with buyers, both face to face and via the Internet.

My computer [7]_____ include using all the applications in both MS Office and OpenOffice.

I look forward to an opportunity to meet with you in person. Please contact me at any of the email addresses or telephone numbers listed in the CV to arrange for an [8]_____.

Yours faithfully,

Sharon Collins

Sharon Collins

WORK AND MONEY

8 Match the words to the definitions.

1 salary	a money that you make by selling things or doing business
2 wages	b the money a retired person receives
3 fee	c money paid every month for work
4 income	d extra money paid to employees e.g. as a reward for good work
5 profit	e money paid per hour or per week of work
6 bonus	f payment for professional services, e.g. of a doctor or lawyer
7 pension	g all the money a person makes (and has to pay tax on)

USEFUL PHRASES

9 CD 2·02 Read the dialogue and choose the best words a–c for each gap. Then listen and check.

BARRY: Excuse me, Mr O'Reilly, may I have a word with you?

MR O'REILLY: Yes, Barry, of course. What is it?

BARRY: Mr O'Reilly, I've been thinking maybe it's time I had a [1]___ rise. I've been working here for five years, I [2]___ my job well, I've never taken a day [3]___, but my salary is still the same as when I started.

MR O'REILLY: It seems to me you're [4]___ paid, and as you know the [5] fringe ___ we give are unusually good: you've got health insurance, a staff canteen...

BARRY: But what about overtime, Mr O'Reilly? I work really long [6]___, you know.

MR O'REILLY: Well, Barry, we all have to do our best, don't we? I'm sure you're proud to be part of such an excellent [7]___, aren't you? And you'll get a bonus at Christmas.

BARRY: Thank you, Mr O'Reilly.

1	**a** income	**b** wages	**c** pay
2	**a** make	**b** work	**c** do
3	**a** off	**b** free	**c** out
4	**a** good	**b** well	**c** much
5	**a** benefits	**b** fees	**c** bonuses
6	**a** time	**b** day	**c** hours
7	**a** group	**b** team	**c** work

10 Complete the sentences with the correct prepositions from the box.

as for (x 4) of on (x 2)

1 He works _____ a big international company.
2 She works _____ a receptionist.
3 I'm working _____ a new invention.
4 She's in charge _____ the music department of a big shop.
5 What do you do _____ a living?
6 He applied _____ a job in Thailand.
7 She's responsible _____ all the correspondence in the office.
8 The workers felt so angry about the bad working conditions that they went _____ strike.

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MATCHING ◂◂26

1 Work in small groups. Ask and answer the questions.

- Have you or anyone you know ever had a summer job? What was it?
- What did you (he/she) have to do?
- What was good/bad about the job?
- What kind of summer job would you like to do?

2 Make a list of all the summer jobs you can think of which students do in your country.

examtask

3 Read the following text about summer jobs. Match the headings A–H to the paragraphs 1–6. There are two extra headings that you do not need to use.

A A bit of everything
B Capital job
C Entertain us
D For artistic people
E Get people to help
F Mummy wanted
G Strawberry fields
H Work in sales

4 Which of the jobs would you like to do? Why? For which ones have you got the required qualities?

5 Complete the definitions with highlighted words from the text. Change the form of the word when necessary.

1 A _____ is another word for a job or position.
2 A _____ is a job that is available and people can apply for it.
3 _____ is time that you spend working in your job in addition to your normal working hours.
4 A _____ is a previous employer's opinion of a candidate for a job.
5 A _____ is one of the periods (usually day/night) into which a day's work is divided in a hospital or factory.
6 _____ are small jobs of various kinds.

6 Match the sentence beginnings 1–5 with the endings a–e.

1 The job involves...
2 You will be responsible for...
3 We require...
4 You will work...
5 You will earn...

a a group of five people/cleaning the office/all the correspondence
b in a team/(in) shifts
c up to £300 a week/a weekly wage of £200
d working long hours/looking after children/a lot of travelling
e good references/healthy, hard-working young people

GET A JOB THIS SUMMER!

SUMMER JOBS

If you want a job this summer, it isn't hard to find one. There are plenty of employers willing to pay a decent salary to young people who are not afraid of a hard day's work.

1 ☐

For example, Star Summer Camps, based in the South-West of England, are looking for Activity Instructors to work with children aged 5-15. The money is not bad – from £220 to £260 per week. It's ideal for outgoing, reliable people who enjoy working with children. Candidates with musical or sports ability are preferred, but all applications are welcome.

2 ☐

Can you see yourself as Mary Poppins? Want to work as a nanny? Well, there is a vacancy for a child carer with a prestigious family in the Channel Islands from May to September. The work involves looking after three pre-school children. Suitable qualifications, experience and good references are essential. It pays £180 per week plus full board and travel expenses.

3 ☐

Have you ever given money to a charity? Of course you have. Well, *Time 2 Give* need highly motivated, energetic, professional people to raise money for good causes. There are both permanent and short term vacancies available all over the country, and good workers can earn over £400 a week! After a paid training period you would be responsible for working in a team to persuade people to give to charities.

4 ☐

If you prefer physical work, Gowrie Farms in the North-East of Scotland require hard-working fruit pickers for the summer. They provide medical insurance, holiday pay and accommodation and the wages range from £5 to £8 per hour.

5 ☐

Edinburgh has thousands of visitors every summer, and Travotel Hotels are offering £535 per month plus full board for a Hotel Reception Assistant. It's a temporary summer contract, ideal for a student. The duties include answer the phone, helping customers, assisting senior receptionist and any other odd jobs. hotel is open 24 hours, so you may be aske work shifts, and overtime is also available.

6 ☐

How about working in a restaurant? Eat Restaurants are recruiting part-time staf serve and clear tables in its central Lon branches. Applicants must be at least years of age and a neat and tidy appearanc essential. The posts are all in Central Lon and the pay is £7.25 per hour.

To apply for any of the jobs above visit website.



http://sbooks.org booksmania.net

LISTENING 1

MATCHING ◂◂ 18

1 Match the situations 1–6 with the phrases a–f.

1 job interview
2 a new job
3 workers feeling dissatisfied
4 asking for a pay rise
5 getting fired
6 retirement

a low wages, go on strike
b unemployed, on the dole
c pension, part-time job
d previous experience, CV
e starting salary, benefits
f doing my job well, improved qualifications

examtask

2 CD 2·03 You are going to hear 5 short dialogues related to work. Match the speakers 1–5 to the statements A–F. There is one extra statement that you do not need to use.

A Someone is going to retire soon.
B The boss is threatening to fire someone.
C Employees are protesting against unfair treatment at work.
D Someone is trying to get a job with an airline.
E Someone is trying to get a pay rise.
F Someone is explaining to new employees how good their job is.

1 2 3 4 5

3 CD 2·04 Listen to dialogue 4 again. Complete this list of advantages of the job the person is talking about:

'We've got the best starting [1] s_____ in the country; fantastic [2] b_____ : six weeks' [3] p_____ h_____ a year, guaranteed [4] s_____ p_____, free [5] d_____ c_____ for pre-school children.'

Which of these things would be most important to you? Discuss with a partner.

4 CD 2·05 Listen to dialogue 5 again and write down the names of all the jobs the man has done (there are six!). Which of the jobs could you do for some time?

USE OF ENGLISH

MULTIPLE CHOICE ◂◂ 34

examworkout

1 Look at the exam task in Exercise 2 and do preparation exercises a–c.

a Read the text. Do not look at the given answers. Complete the text with your own ideas.

b Look at your ideas and make sure they are correct by considering these points:

- Does the meaning of the phrase make sense?
- Is the sentence grammatically correct now?
- Does the word normally go with the word that comes before or after it?

c Look at the given answers. Are any of them the same as your ideas?

examtask

2 Read the story below. For gaps 1–8 choose the correct answer A–D.

WORK UNPAID

MR. STETSON WAS THE RICHEST MAN [1] _____ TOWN. HE HAD MADE HIS MONEY IN THE OIL BUSINESS AND [2] _____ HE WAS LIVING ON HIS OWN, HE NEVER GAVE MONEY TO CHARITY. THIS IS PROBABLY WHY EVERYBODY HATED HIM.

One day he decided [3] ____ a new house built in the most fashionable part of town with a fireplace in his large living room. When the mason had finished working on the fireplace, he asked Mr. Stetson [4] ____ the money he was owed. 'I'm afraid I can't pay you today. You see, I don't have the exact money,' Mr. Stetson said. 'No problem, but please don't use the fireplace [5] ____ you've paid me,' went the answer. The client agreed unwillingly.

Four hours later the wealthy man phoned the workman, shouting, 'My house is [6] ____ smoke!' 'I told you not to use the fireplace yet,' the mason replied. A little later he arrived [7] ____ Mr. Stetson's house and received his money. He immediately took a ladder, went up to the roof and took out his heaviest hammer. He simply [8] ____ it drop into the chimney breaking the pane of glass he had built into it.

1	A at	B in	C for	D by
2	A even	B until	C although	D where
3	A to have	B having	C to do	D doing
4	A Ø	B to	C from	D for
5	A until	B when	C because	D while
6	A filled of	B full of	C filled	D full
7	A Ø	B by	C to	D at
8	A let	B hit	C did	D looked

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MULTIPLE CHOICE ◂◂24

1 Work in pairs. Describe the photo and answer the questions.

- Would you like to work in an office like this? Why?/Why not?
- What are the advantages and disadvantages of working in an office?

examtask

2 Read the text below. For questions 1–5 choose the correct answer A–D.

1 **The writer says he used to find offices impressive because**
- A the people are smartly dressed.
- B employees get many perks.
- C you get sick leave if you're ill.
- D you can do some of the work from home.

2 **A woman's desk**
- A is more hygienic than an office toilet.
- B has three to four times less bacteria than a man's desk.
- C is usually in her home.
- D has more bacteria than a man's desk

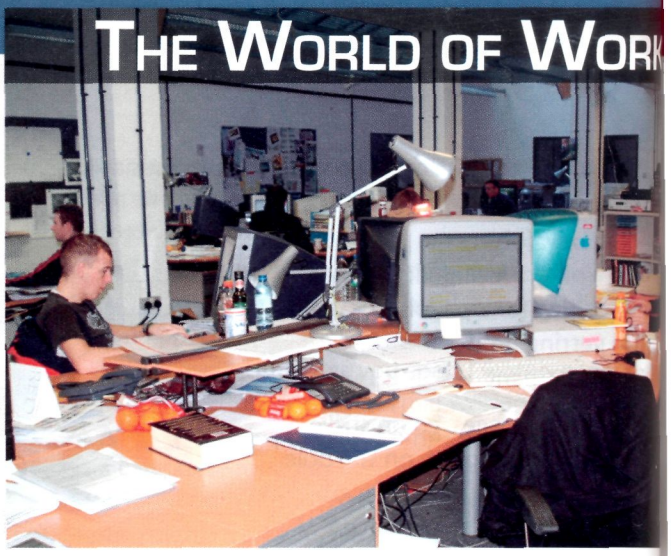
3 **Which of the following is NOT given as a reason why women's desks have many germs on them?**
- A Women keep food in their desks.
- B Women have more contact with children.
- C Women leave tissues lying on their desks.
- D Women use cosmetics.

4 **Men's wallets are full of bacteria because of**
- A the place where men usually keep them.
- B the amount of money they contain.
- C the different things men keep in them.
- D the high temperature in the office.

5 **The writer advises the reader to:**
- A give up his or her office job.
- B find a more hygienic workplace.
- C get more information before making a decision.
- D avoid hard manual work.

3 Complete the questions, using the highlighted expressions in the text to help you. Then ask and answer the questions in pairs.

1 Do your parents work _____ hours?
2 What, in your opinion, makes good _____ conditions?
3 Would you like to work _____ home? What are the advantages and disadvantages?
4 If you were _____ for a job, what would you give as 'your greatest strength'?
5 Which of these people should *not*, in your opinion, go on _____: doctors, nurses, teachers, firefighters, street cleaners, dustmen, bus drivers? Why?



DIRTY WORK

by Joanna Summers

I've always been impressed by modern offices. All those skil workers with their suits and ties and smart skirts. And I always thought that one of the perks of working in such pla is that everything is so clean. But according to a recent scien study, if you're a white collar office worker, you should th about asking for sick leave or even start working from ho Because your workplace is crawling with germs.

A team from the University of Arizona discovered that t average office desktop has 400 times more bacteria than t average office toilet seat! And surprisingly, women's workstati are home to far more germs than those of their male colleag On average, female employees have three to four times t amount of germs in their work area.

One reason why women's desks have more bacteria is t women spend more time with small children and so are m likely to catch their germs. Another problem is that women u make-up and lotions, which help to transfer bacteria. And m women, especially if they have to work long hours, like to h a little something to eat while they are on duty. So they tend keep snacks in their desk drawers: an ideal place for bacteria grow. Professor Charles Gerba found that seventy-five per c of female employees kept food in their work area. 'I was rea surprised how much food there was in a woman's desk. If ther ever a famine, that's the first place I'll look.'

However, before all you poor male workers run to your boss complain about your working conditions, and to threaten go on strike unless you get a bonus for working with all th dirty women, you should know one thing: men's wallets are most fertile breeding grounds of all for all those nasty little of bugs. Professor Gerba: 'Your wallet is in your back pocket wh it's nice and warm, it's a great incubator for bacteria.'

But don't hand in your resignation and apply for a job on a farm or at the municipal dump just yet. Before informing y employer that you're leaving for a more hygienic occupati you should find out if anyone has done a similar study for b collar workers involved in manual labour. It could be even dir on the pig farm.

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LISTENING 2

TRUE/FALSE ◂◂ 16

WHAT MAKES US HAPPY AT WORK

Top 10 in order

1 _____
2 _____
3 _____
4 Good work/life balance
5 Varied work
6 Doing something worthwhile
7 Making a difference
8 Part of a successful team
9 Achievements recognised
10 _____

Source: Chiumento's Happiness at Work Index

1 A survey was carried out to find out what makes people happy at work. Complete the results with what you think is the most important.

Enjoyable work Friendly supportive colleagues
Good boss or manager High salary

2 CD 2·06 Listen to a dialogue between two friends to find out the real results of the survey. Then check your answers on page 172.

exam*task*

3 CD 2·07 You are going to hear a conversation between Rita and Laura about Rita's new job. Decide if the statements 1–5 are true (T) or false (F).

1 Rita is not happy because the working conditions at the café are bad.
2 Rita has been fired.
3 Rita damaged a piece of equipment.
4 Rita's help in the kitchen was a success.
5 Rita spilt some coffee over a customer.

4 CD 2·08 Read the sentences. Can you complete some of them without listening again? Compare your answers in pairs. Then listen and check.

1 All the **s**_____ are so nice and friendly.
2 They are making lots of **p**_____.
3 You can take time **o**_____.
4 I was in **ch**_____ of the coffee machine.
5 They asked me to give the chef a **h**_____.

SPEAKING

GENERAL CONVERSATION/ INDIVIDUAL LONG TURN ◂◂ 53

exam*workout*

1 Complete the questions with the words from the box. There is one extra word you do not need.

work team salary on job for well-paid do company

1 What sort of job would you like to ___ in the future? Why?

2 Would you like to do the same ___ as your mother or father? Why/Why not?

3 Would you prefer to work ___ a small local ___ or a big international one?

4 What do you think is more important: a high ___ or interesting ___? Why?

5 Do you prefer working on your own or in a ___?

6 What jobs do you think are ___?

2 What can you say when you are not sure? Match the beginnings and endings of six useful phrases with which you can start your answer.

1 That's a good/difficult	a decided yet.
2 I'm not	b no idea.
3 I haven't	c depends.
4 I have	d think.
5 It (all)	e question.
6 Let me	f sure.

exam*task*

3 Work in pairs. Ask and answer questions from Exercise 1. Student A asks questions 1–3; student B asks questions 4–6. Give answers that are true for you and say as much as you can.

4 Now swap roles and ask the questions in Exercise 1 once again.

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FORMAL LETTER: APPLICATION LETTER ◂◂52

examworkout

1 Read the exam task below and do preparation exercises a–f.

You are going to spend next summer in the USA and you are looking for a summer job. You have seen this advertisement on the Internet:

A popular seaside resort is looking for
SUMMER CAMP INSTRUCTORS
International students are welcome!
Brilliant way to have a great summer and earn some money at the same time!
If interested, send your letter of application to Gwen Smith, gwen@scusa.net
Include details of the position you are applying for, describe your professional experience, say why you would like to get the job and why you think you are a suitable candidate, describe your level of English and your experience in using it in practical situations.

Write an application letter including all the necessary details.

a Highlight the six items of information that the instructions ask for. The first one has been done for you as an example.

b Read a candidate's response to the task. Which three pieces of information are not included? What else is wrong with the letter?

Dear Sir or Madam,

I am writing to apply for the job of instructor at your summer camp. Last summer I worked as an instructor in Hungary and the children liked me. I can do many sports. I speak English quite well, I think I will be able to communicate with the children at your camp.

I look forward to hearing from you.

Yours faithfully,

Adam

c Which three of the sentences below describe the candidate's *experience using English in practical situations*?

1 I have no problems speaking English.
2 I have used English a lot when travelling and I can communicate with people of different nationalities.
3 I think I will be able to communicate with the children at your camp.
4 I often show foreign visitors around my town.
5 When I went on a school exchange to Britain two years ago, I had to speak English all the time.

d Match the jobs (1–6) to the candidates' strengths (a–f).

1 au pair
2 instructor at summer camp
3 fruit picker
4 receptionist
5 shop assistant in a supermarket
6 cleaner

a I can work long hours and shifts.
b I am hard-working and very tidy.
c As well as playing tennis and football, I am a strong swimmer.
d I am strong, fit and I enjoy working outdoors.
e I am very patient and I like working with children.
f I can speak English, Spanish and Russian.

e Here are different ways in which you can join two strengths in a sentence.

1 I am strong and fit and I *also* enjoy working outdoors.
2 I am strong and fit and I enjoy working outdoors *as well*.
3 *As well as* being strong and fit, I enjoy working outdoors.

Now rewrite this sentence in the same three ways.

I am very patient and I like working with children.

1 _____
2 _____
3 _____

f Put this jumbled sentence in order.

The Guardian / apply for/ the position of / like / would / I / in / on / to / waiter / May 28 / advertised

2 Write an improved version of the candidate's letter.

examtask

3 Read the exam task below and write an application letter.

You are studying in London and would like to take a part time job. You have seen this advertisement in the London News:

Are you a music junkie? We've got work for you!
If you like music, come and work in one of our music stores!
If interested, send your letter of application to Patrick Jones, pat@cdw.net
Include details of your professional experience, say why you would like to get the job, why you think you are a suitable candidate and what kind of music you are into.

Write an application letter including all the necessary details.

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JOBS

accountant /əˈkaʊntənt/
au pair /əʊ ˈpeə/
babysitter /ˈbeɪbɪsɪtə/
beautician /bjuːˈtɪʃən/
bus driver /bʌs ˈdraɪvə/
car mechanic /kɑː mɪˈkænɪk/
chef /ʃef/
chemist /ˈkemɪst/
computer programmer /kəmˈpjuːtə ˈprəʊgræmə/
cook /ˈkʊk/
dentist /ˈdentɪst/
doctor /ˈdɒktə/
dressmaker /ˈdresmeɪkə/
driving instructor /ˈdraɪvɪŋ ɪnˈstrʌktə/
economist /ɪˈkɒnəmɪst/
electrician /ɪlekˈtrɪʃən/
engineer /endʒəˈnɪə/
executive /ɪgˈzekjətɪv/
farmer /ˈfɑːmə/
fashion designer /ˈfæʃən dɪˈzaɪnə/
film director /fɪlm dəˈrektə/
firefighter /ˈfaɪəfaɪtə/
flight attendant /flaɪt əˈtendənt/
fruit picker /fruːt ˈpɪkə/
hairdresser /ˈheədresə/
housewife /ˈhaʊswaɪf/
instructor /ɪnˈstrʌktə/
journalist /ˈdʒɜːnəlɪst/
lawyer /ˈlɔːjə/
lecturer /ˈlektʃərə/
librarian /laɪˈbreəriən/
manager /ˈmænɪdʒə/
miner /ˈmaɪnə/
musician /mjuːˈzɪʃən/
nurse /nɜːs/
pharmacist /ˈfɑːməsɪst/
photographer /fəˈtɒgrəfə/
pilot /ˈpaɪlət/
plumber /ˈplʌmə/
police officer /pəˈliːs ˈɒfəsə/
politician /pɒləˈtɪʃən/
portrait painter /ˈpɔːtrɪt ˈpeɪntə/
postman /ˈpəʊstmən/
postwoman /ˈpəʊstwʊmən/
psychologist /saɪˈkɒlədʒɪst/
receptionist /rɪˈsepʃənɪst/
rep /rep/
sales representative /seɪls reprɪˈzentətɪv/
scientist /ˈsaɪəntɪst/
secretary /ˈsekrətəri/
security guard /sɪˈkjʊərəti gɑːd/
shop assistant /ʃɒp əˈsɪstənt/
shopkeeper /ˈʃɒpkiːpə/
tailor /ˈteɪlə/
teacher /ˈtiːtʃə/
ticket inspector /ˈtɪkɪt ɪnˈspektə/
translator /trænsˈleɪtə/
travel agent /ˈtrævəl ˈeɪdʒənt/
TV presenter /tiː viː prɪˈzentə/
vet /vet/
waiter /ˈweɪtə/
waitress /ˈweɪtrɪs/

ADJECTIVES TO DESCRIBE JOBS

badly paid /ˈbædli peɪd/
full-time /fʊl ˈtaɪm/
manual work /ˈmænjuəl ˈwɜːk/
part-time /pɑːt ˈtaɪm/
permanent /ˈpɜːmənənt/
temporary /ˈtempərəri/
well-paid /wel ˈpeɪd/

LOOKING FOR A JOB

applicant /ˈæplɪkənt/
application form /ˌæplɪˈkeɪʃən fɔːm/
candidate /ˈkændədət/
curriculum vitae /kəˈrɪkjələm viːtaɪ/
CV /siː viː/
employment contract /ɪmˈplɔɪmənt ˈkɒntrækt/
enclose a CV /ɪnˈkləʊz ə siː viː/
interview /ˈɪntəvjuː/
job advertisement /dʒɒb ədˈvɜːtəsmənt/
job application /dʒɒb æplɪˈkeɪʃən/
job centre /dʒɒb ˈsentə/
previous experience /ˈpriːviəs ɪkˈspɪəriəns/
qualifications /kwɒlɪfɪˈkeɪʃns/
recruit /rɪˈkruːt/
recruitment /rɪˈkruːtmənt/
references /refrənsəs/
skills /skɪlz/
starting salary /ˈstɑːtɪŋ ˈsælәri/
training session /ˈtreɪnɪŋ ˈseʃən/
vacancy /ˈveɪkənsi/
working conditions /ˈwɜːkɪŋ kənˈdɪʃəns/

WORK AND MONEY

bonus /ˈbəʊnəs/
earnings /ˈɜːnɪŋz/
fee /fiː/
fringe benefits /frɪndʒ ˈbenəfɪts/
income /ˈɪŋkʌm/
pay /peɪ/
pay rise /peɪ raɪz/
pension /ˈpenʃən/
profit /ˈprɒfɪt/
salary /ˈsælәri/
wages /weɪdʒəs/

EMPLOYMENT

career /kəˈrɪə/
employ /ɪmˈplɔɪ/
employment /ɪmˈplɔɪmənt/
job /dʒɒb/
odd jobs /ɒd dʒɒbs/
position /pəˈzɪʃən/
post /pəʊst/
profession /prəˈfeʃən/

AT WORK

assist /əˈsɪst/
deadline /ˈdedlaɪn/
deal with /diːl wɪð/
give sb a hand /gɪv ˈsʌmbɒdi ə hænd/
manage /ˈmænɪdʒ/
management /ˈmænɪdʒmənt/
office /ˈɒfɪs/
overwork /əʊvəˈwɜːk/
per hour /pə aʊə/
run a business /rʌn ə ˈbɪznəs/
teamwork /ˈtiːmwɜːk/
work overtime /wɜːk ˈəʊvətaɪm/
workplace /ˈwɜːkpleɪs/

NOT WORKING

be fired /bi faɪəd/
be off sick /bi ɒf sɪk/
be on sick leave /bi ən sɪk liːv/
be sacked /bi sækt/
fire sb ***(informal)*** /faɪə sʌmbɒdi/
give sb the sack /gɪv sʌmbɒdi ðə sæk/
give up work /gɪv ʌp wɜːk/
hand in your resignation /hænd ɪn jə rezɪgˈneɪʃən/
high unemployment /haɪ ʌnɪmˈplɔɪmənt/
low unemployment /ləʊ ʌnɪmˈplɔɪmənt/
on holiday /ən ˈhɒlədeɪ/
out of work /aʊt əv wɜːk/
pensioner /ˈpenʃənə/
quit work ***(AmE)*** /kwɪt wɜːk/
resign /rɪˈzaɪn/
retire /rɪˈtaɪə/
retirement /rɪˈtaɪəmənt/
sack sb /sæk sʌmbɒdi/
unemployed /ʌnɪmˈplɔɪd/
unemployment benefit /ʌnɪmˈplɔɪmənt ˈbenəfɪt/

PEOPLE AT WORK

boss /bɒs/
colleague /ˈkɒliːg/
employee /ɪmˈplɔɪiː/
employer /ɪmˈplɔɪə/
staff /stɑːf/
team /tiːm/
worker /ˈwɜːkə/

USEFUL PHRASES

apply for a job /əˈplaɪ fə ə dʒɒb/
be in charge of sth /bi ɪn tʃɑːdʒ əv ˈsʌmθɪŋ/
be part of a team /bi ˈpɑːt əv ə tiːm/
be promoted /bi prəməʊtəd/
be responsible for sth /bi rɪˈspɒnsəbəl fə ˈsʌmθɪŋ/
be self-employed /bi self ɪmˈplɔɪd/
concentrate on sth /ˈkɒnsəntreɪt ən ˈsʌmθɪŋ/
deal with people /diːl wɪð ˈpiːpəl/
do your job well /duː jə dʒɒb wel/
do sth for a living /duː ˈsʌmθɪŋ fə ə ˈlɪvɪŋ/
earn your living as... /ɜːn jə ˈlɪvɪŋ əs/
fill in a form /fɪl ɪn ə fɔːm/
get a bonus /get ə ˈbəʊnəs/
get a job /get ə dʒɒb/
get a pay rise /get ə peɪ raɪz/
get promoted /get prəməʊtəd/
go on strike /gəʊ ən straɪk/
look for a job /lʊk fə ə dʒɒb/
take a day off /teɪk ə deɪ ɒf/
take leave /teɪk liːv/
take over from sb /teɪk ˈəʊvə frəm ˈsʌmbɒdi/
take time off /teɪk taɪm ɒf/
the job involves... /ðə dʒɒb ɪnˈvɒlvs/
work as... /ˈwɜːk əs/
work for a company /ˈwɜːk fə ə ˈkʌmpəni/
work long hours /ˈwɜːk lɒŋ aʊəs/
work on sth /ˈwɜːk ən ˈsʌmθɪŋ/
work shifts /ˈwɜːk ʃɪfts/

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5 FOOD

'A balanced diet is a cookie in each hand.'
(ANONYMOUS)



TYPES OF FOOD

1 Match the sections of the food pyramid a–g with the words 1–7.

1 cereal products
2 dairy products
3 fats and sweets
4 fish and seafood
5 fruit
6 meat
7 vegetables

2 In your notebook, divide these types of food into the seven categories from the food pyramid. Then add two to three more words to each category.

apricot
bacon
beef
breakfast cereal
cabbage
cauliflower
cherry
chocolate
cod
cottage cheese
cucumber
eggs
grapes
green peas
herring
lettuce
margarine
milkshake
olive oil
pasta
peach
pear
plum
pork
radish
red pepper
rice
rolls
sausage
steak
strawberry
sweetcorn
tuna
turkey
watermelon
yoghurt

ADJECTIVES DESCRIBING FOOD

3 Match.

1 How would you like your steak?
2 What kind of water would you like?
3 How do you like your tea?
4 What kind of wine shall we buy?
5 What's this bread like?
6 What kind of food do you prefer?

a Dry or sweet?
b Mild or spicy?
c Fresh or stale?
d Rare, medium or well-done?
e Still or sparkling?
f Weak or strong?

FOOD PACKAGING AND QUANTITIES

4 Match.

1 a carton of
2 a can of
3 a packet of
4 a loaf of
5 a jar of
6 a box of
7 a bar of

a bread
b honey
c chocolate
d chocolates
e cola
f crisps
g juice

WORDBANK · PAGE 109

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PREPARING FOOD

5 Match the drawings a–i to the sentences 1–9.



1 **Boil** the eggs in a saucepan.
2 **Stir** the soup with a wooden spoon.
3 **Bake** for forty-five minutes in a hot oven.
4 **Put** the kettle on.
5 **Mix** all the ingredients in a large bowl.
6 **Peel** the potatoes.
7 **Slice** the pineapple.
8 **Chop** the parsley with a sharp knife.
9 **Melt** some butter in a frying pan.

MEALS

6 Complete the sentences with the words from the box.

picnic breakfast dinner barbecue snack packed lunch

1 I usually have a bowl of cereal for _____.
2 Our neighbours are having a _____. I can smell the burning meat!
3 We're going hiking tomorrow. Remember to bring a _____, there won't be any restaurants in the mountains!
4 We've got some guests coming to _____ on Saturday at 7 p.m.
5 I'm busy. I'm just going to have a quick _____.
6 The weather's so lovely! Let's have a _____ in the park!

RESTAURANTS AND BARS

7 In what situations would you go to these places? Match.

1 pub
2 cafe
3 canteen
4 buffet car
5 fast food restaurant
6 Chinese takeaway

a You're on a train journey.
b You need something to eat while studying, so you buy it on your way home.
c You're in a hurry and not thinking about your health!
d You're at school or at work.
e You want to meet some friends for a beer.
f You're meeting a friend for a coffee.

USEFUL PHRASES

8 In what order do you normally do these activities? Number them 1–5.

Clear the table
Cook a meal
Do the washing-up
Have a meal
Lay the table

9 CD 2·09 Complete the dialogue between Lucy and her boyfriend with the words from the box. Then listen and check.

junk vegetarian lose put on go low high

LUCY: Oh dear. I really need to [1]_____ weight. I'll have to [2]_____ on a diet. I hate it.

PHIL: Do you really have to? You don't look as if you've [3]_____ weight.

LUCY: Oh, but I have, Phil. It's all this [4]_____ food I eat when I don't have time to cook. It's so fattening, you know.

PHIL: Well, then it's not just about weight, is it? It's really about your health, Lucy. Listen, why don't we do something together? We could cook healthy food, you know, [5]_____ in fat and calories, [6]_____ in vitamins and minerals... and maybe some of it might even be tasty. We could take it in turns, you cook one day and I do the next. How's that?

LUCY: OK. Let's try. We could even do some [7]_____ food. Summer's a good time for that. Who needs meat when there are all those cheap fresh vegetables?

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MATCHING ◂◂26

1 Describe the photo below. Answer these questions.

- Do you eat school lunches or do you bring your own lunch from home?
- What do you usually have for lunch?
- What is your favourite lunch food?
- Are the school lunches in your school good?

examtask

2 Read the following text about school meals in different countries. Match the statements 1–5 to the countries A–F. There is one extra country that you do not need to use.

1 Meals are organised differently in primary school and in high school.
2 Small children receive free fruit.
3 Sweets cannot be bought at all times.
4 The government makes rules about the content of the meals.
5 You cannot usually choose your food unless you are on a special diet.

3 Which of the school lunches described in the text would you most like to eat?

4 Use the highlighted words from the text to complete these sentences.

1 _____ are a bit like spaghetti, but thinner; they are often used in Chinese cooking.
2 In informal speech vegetables are often called _____.
3 When you can choose your meal from a range of foods on a table and serve yourself, this is called a _____.
4 Another word for cold non-alcoholic drinks is _____.
5 _____ comes from Italy and there are many different kinds, eg spaghetti, penne, farfalle.

5 In pairs, write a paragraph like the ones in the text about school meals in your country.



SCHOOL MEALS AROUND THE WORLD



A SCOTLAND
The typical menu might offer a choice between turkey steak and two veg; pizza; baked potato with salmon mayonnaise; a sandwich, roll or salad. In addition, children can choose to have milk, juice, soup and bread, vegetable and fruit. Chips are still available, but no more than twice a week. Every child gets a free piece of fruit a day in their first two school years and all dining rooms provide free fresh chilled water.

B COLOMBIA
State schools provide either one hot meal a day: soup, rice or pasta, meat, salad and fruit juice; or a series of light snacks: at least two pieces of fruit, fruit juice, small cake and sandwich. In both cases, the amounts of calories, vitamins and nutritional content are set by the Health Ministry, and each meal must provide children with thirty-three per cent of their recommended daily intake.

C JAPAN
In many primary schools meals are eaten in the classroom during the lunch break, and children clean up afterwards. Among the dishes served are tofu stew, assorted vegetables, rice, miso soup, frozen yoghurt and cartons of milk. High schools operate canteens, which serve anything from noodles to curry, but not burgers and chips. Other children have lunchboxes, which may contain cold rice balls, grilled meat or fish, pickles and simmered vegetables.

D SPAIN
Hamburgers are on the menu, but only once a week. On other days you might find omelettes, salads, chick pea stew, fish and pasta. Desserts could be natural yoghurt, orange compote or a banana. Typically there is only one option on offer, though children on special diets are catered for.

E AUSTRALIA
Meat pies, sausage rolls and hotdogs are traditional in Australia. But to fight childhood obesity, many schools use a 'traffic light' system, which limits the sale of red-labelled foods that are high in fat, sugar or salt, such as pastries, chocolate and soft drinks. Healthier green-labelled foods such as sushi, sandwiches, corn on the cob and watermelon slices are available every day. In one school, students can choose from eighty-nine foods, including popcorn, sandwiches, spring water, milkshakes and rice crackers.

F SWEDEN
Schools serve at least one cooked main dish with vegetables, bread with low fat margarine, salad, skimmed milk and water. A balanced meal should include one third meat or fish, one third pasta or rice, and one third fruit and veg. A typical lunch features meatballs with potatoes, cabbage rolls or with a mixed salad from the bu

LANGUAGE & CULTURE

The word 'lunch' means a (usually light) meal eaten around 1 p.m. It doesn't matter what you have: just a sandwich, or a cooked meal. The largest meal of the day is 'dinner', which is eaten later.

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LISTENING 1

GAP FILLING ◂◂ 19



1 In pairs, describe the photo and answer these questions.

- Why do you think the people are eating in this place?
- What do you think of restaurants of this kind?

2 Here are some possible effects of an unhealthy diet. Tick (✓) the ones you think are true.

- ☐ It makes you fat.
- ☐ You can get heart disease.
- ☐ It makes you aggressive.
- ☐ It makes your skin and hair look bad.
- ☐ You get worse academic results.

examtask

3 CD 2·10 You are going to hear people talking about the link between food and crime. Complete the gaps 1–9 with one word.

THE LINK BETWEEN FOOD AND VIOLENT CRIME

- TV commercials encourage people to [1]_____ the wrong kind of [2]_____
- The kinds of food shown in adverts include fizzy drinks, chocolate, [3]_____, biscuits, sweets, [4]_____ and chicken nuggets.
- There are no TV adverts for bananas or [5]_____
- The proportion of obese children has almost doubled in [6]_____ years.
- Children who don't have a balanced diet are more [7]_____.
- In the experiment, the number of violent incidents caused by the teenagers who changed their diet [8]_____ by [9]_____.

4 What is your reaction to the idea that a bad diet makes people violent? Tell another student.

I'm surprised.

I don't believe it's true.

I already knew it.

I didn't know it, but I'm not really surprised.

USE OF ENGLISH

MULTIPLE CHOICE ◂◂ 34

examworkout

1 Read the article in the Exercise 3. Ignore the gaps. Decide if the sentences 1–3 below are true or false.

1 According to the article, crisps are a popular snack nowadays.
2 Crisps were invented by a choosy customer.
3 An annoyed cook invented crisps unintentionally.

2 Read the paragraph below and complete gaps a–d using the options 1–4 from Exercise 3. Explain your choice and say why the other options are not correct.

Mike has been going to that restaurant [a]_____ he first came to live in London. It [b]_____ very cheap, but the food is delicious. He last went there [c]_____ Monday and ate some spicy Thai noodles and a traditional Chinese moon pie, which was not sweet [d]_____ but he liked it anyway.

examtask

3 Read the following text about the invention of crisps (or *chips* in American English). For gaps 1–8, choose the correct answer A–D.

THE ORIGIN OF **CRISPS**

CRISPS HAVE BEEN GREAT FAVOURITES WITH MANY OF US [1] ___ YEARS. WHO [2] ___ ENJOY NIBBLING THIN ROUND PIECES OF FRIED POTATOES IN FRONT OF THE TV OR AS A SNACK TO GO WITH A DRINK AT A PARTY? ONE WOULD THINK THAT SUCH A POPULAR FOOD WAS BORN FROM AN IDEA THAT CAME TO ONE OF THE TOP CHEFS OF AMERICA AT A MOMENT OF GREAT INSPIRATION, BUT THE TRUTH IS QUITE DIFFERENT.

One day in 1853 in a restaurant a choosy customer complained to the waitress [3] ___ the quality of his chips, saying that they were [4] ___ thick and oily. When the cook heard about this, he became very angry. He made some paper-thin slices of potatoes, fried them until they were brown and [5] ___ a rather generous amount of salt. Finally, he [6] ___ his crisps to the dissatisfied customer in person and literally dumped them in front of him. The customer tried one, liked the taste, and went on to eat [7] ___ all. Today, according [8] ___ statistics, an American eats an average of six pounds of crisps each year.

1	A many	B since	C from	D for
2	A isn't	B doesn't	C hasn't	D wasn't
3	A on	B that	C for	D about
4	A enough	B more	C too	D so
5	A mixed	B added	C put	D did
6	A served	B gave	C sold	D fried
7	A them	B it	C this	D that
8	A to	B with	C by	D on

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1 Think about any sci-fi (science fiction) books or stories you've read. In pairs, ask and answer these questions.

- Who in a sci-fi book would be called *Earthman*?
- What could *aliens* look like?
- Describe one unusual invention you remember from a sci-fi story.
- What do you imagine a *restaurant at the end of the universe* could be like?

2 Using a dictionary, match the words to the explanations.

1 To **approach** someone is to
2 When you **whisper**, you
3 To **exclaim** is to
4 If you **speak disapprovingly**, you
5 To treat animals **in a humane** way is to
6 Someone who is **malicious**
7 If you **stuff yourself**, you

a eat too much.
b are critical.
c come near them.
d enjoys making fun of others in a cruel way.
e speak very quietly.
f not be cruel to them.
g say something loudly and suddenly, often because you're surprised.

examtask

3 Read the following excerpt from a novel. Decide if the statements 1-6 are true (T) or false (F).

1 The cow was upset that it was going to be killed.
2 Arthur ordered a salad because he was shocked by the cow's behaviour.
3 The cow believes that vegetables can think.
4 The animal behaved in this way because it had been designed to do so.
5 When the meal was served, all the characters started eating at once.
6 Zaphod agrees with Arthur's objections.

4 Read the two statements by Arthur and Zaphod. Who do you agree with? Why? Do you think this idea is just science fiction or could it become reality some day?

'I don't want to eat an animal that's standing there inviting me to. It's cruel.'

'It's better than eating an animal that doesn't want to be eaten.'

5 Complete these phrases from the text.

1 Are you ready to _____?
2 May I _____ you in...?
3 Why _____ _____ have some ...?
4 I think I'll just _____ a salad.
5 A _____ of water, _____.

6 Complete these sentences with highlighted words from the text.

1 Potatoes and other vegetables can be _____ in water.
2 Food can be _____ in oil.
3 Meat or vegetables can be _____ over a real or electrical fire.
4 To make _____ potatoes creamier you can add butter and milk.
5 _____ meat is usually cooked in the oven.

LANGUAGE & CULTURE

The novel *The Restaurant at the End of the Universe* is the second volume of the series *The Hitchhiker's Guide to the Galaxy* by Douglas Adams.

The Restaurant at the End of the Universe

A large cow with big eyes and a smile approached Zaphod's table. 'Good evening,' it said and sat down, 'Are you ready to order? I'm the main Dish of the Day. May I interest you in parts of my body?'

Arthur and Trillian were shocked, Ford appeared bored but Zaphod looked hungry.

'A slice from the shoulder perhaps?' suggested the animal, 'grilled, with a wine sauce?'

'Er, your shoulder?' said Arthur, horrified.

'But naturally my shoulder, sir.'

Zaphod jumped up and felt the animal's shoulder.

'My meat is very good,' it said. 'I've been exercising and eating plenty of grass.'

'This animal actually wants us to eat it!' whispered Trillian.

'That's horrible!' exclaimed Arthur.

'What's the problem, Earthman?' said Zaphod.

'I don't want to eat an animal that's standing there inviting me to,' said Arthur, 'it's cruel.'

'It's better than eating an animal that doesn't want to be eaten,' said Zaphod.

'That's not the point,' Arthur protested. Then he thought for a moment. 'Alright,' he said, 'maybe it is, but...' He looked at the menu.

'I think I'll just have a salad.'

The cow spoke up. 'Why don't you have some nice roast beef with peas and carrots? Or how about a steak fried with onions? Rare, medium or well done?'

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Chapter 17

'A salad', said Arthur emphatically, 'some lettuce, cucumber and tomatoes and maybe some sweetcorn.'

'A salad?' said the animal, disapprovingly.

'Are you telling me I shouldn't have salad?'

'Well,' said the animal, 'I know many vegetables that don't think you should. Which is why it was such a good idea to create an animal that actually wants to be eaten and can say so clearly. And here I am.'

'A glass of water, please,' said Arthur.

'Look,' said Zaphod, 'I'm really hungry! Four rare steaks please, and hurry. We haven't eaten in five hundred and seventy-six thousand million years.'

The animal looked delighted.

'A very good choice, sir, if I may say so. I'll just go and shoot myself.'

As it walked slowly towards the kitchen, it gave Arthur a friendly smile.

'Don't worry, sir,' he said. 'I'll be very humane.'

A few minutes later the waiter arrived with four huge steaks served with mashed potatoes, boiled cabbage and mushrooms. Zaphod and Ford started eating without a second's hesitation. Trillian paused, then picked up her knife and fork.

Arthur stared at his feeling slightly ill.

'Hey, Earthman,' said Zaphod with a malicious smile on the face that wasn't stuffing itself, 'what's eating you?'

MULTIPLE CHOICE ◂◂ 14

1 **How often do you eat out? Do you enjoy it?**

2 **In what order do you usually do these things in a restaurant? Number them 1–8.**

- Ask for the bill
- Have a dessert
- Order
- Have a main course
- Leave a tip
- Find a table
- Have a starter
- Read the menu

examtask

3 **CD 2·11 You are going to hear a radio programme about an unusual restaurant. For questions 1–5 choose the correct answer A–C.**

1 **Why is it dark in the restaurant?**
- A To save energy.
- B To make the atmosphere more romantic.
- C To let you imagine what it's like being blind.

2 **How do you find your table?**
- A You follow little lights in the floor.
- B The waiter leads you there.
- C There's just enough light to do it.

3 **Which of these difficulties is NOT mentioned?**
- A Getting the waiter's attention.
- B Finding things on the table.
- C Pouring drinks.

4 **What was special about the meal Lily and Julian ordered?**
- A It was vegetarian.
- B They didn't know what they'd get.
- C It was fried in a mustard sauce.

5 **Which of these statements best summarises how Lily and Julian felt about the restaurant?**
- A They felt uncomfortable.
- B It felt odd at first, but they liked it.
- C They loved it from the start..

4 **In pairs, write your own restaurant menus, with a choice of at least three starters, main courses and desserts, and some drinks. Make two copies of your menu. Change partners and order meals from each other's menu.**

A Customer — B Waiter



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SPEAKING 1

SITUATIONAL ROLEPLAY ◂◂ 58

exam*workout*

1 Read the following exam task and complete a candidate's response to it by putting the words from the box in gaps 1–6.

You and your English-speaking friend are planning a field trip and have to decide what sort of food to take with you. Think of possible ideas and decide together what to take. Consider taking chocolate bars, biscuits, some fruit, sandwiches.

about better good sure think what

EXAMINER: 'So, about the food. Let's take two chocolate bars per person and a few packets of biscuits.'

CANDIDATE: 'Nothing but sweets? **I don't** [1]_____ **that's a** [2]_____ **idea**. We'll be hungry and thirsty. **I'm** [3]_____ **it's** [4]_____ **to** take some sandwiches and apples.'

EXAMINER: 'Oh no, it's too much bother making sandwiches, and apples are heavy.'

CANDIDATE: '**How** [5]_____ this then: I'll make the sandwiches and you buy some biscuits. And perhaps we'll manage to get some fruit on the way. [6]_____ **do you think about that**?'

EXAMINER: 'OK, let's do that.'

exam*task*

2 In pairs, roleplay the situation below. One of you is the candidate, the other plays the role of the examiner.

You and your English-speaking friend are planning a party and have to decide what sort of food to prepare. Your friend wants to roast a duck and serve strawberry pancakes for dessert. You don't think this is a good idea for party food. Persuade your partner to prepare something else. Consider the following ideas: pizza, sandwiches, fruit salad, potato crisps, fresh fruit, apple pie, sweets and chocolates. Decide on three foods that you are going to buy or prepare.

3 Now swap roles and roleplay the situation again.

SPEAKING 2

PHOTO DESCRIPTION ◂◂ 62

4 Look at page 168 and do exercises 1–4.

WRITING

NOTE ◂◂ 45

exam*workout*

1 Read the following exam task and a student's response to it. The paragraphs in the note are jumbled. Number them 1–6. Use the bullet poin to help you.

You are studying abroad. You promised to bring some food to a party. You have to go out and don't have time to prepare anything. Write a note to your roommate, in which you will:
- explain the situation
- say what dish should be prepared
- explain where the ingredients are
- apologize for the problem

Begin like this: *Donny,*

It's nothing serious, but I can't prepare the Greek salad I promised to bring to the party. Could you please do it for me?

Donny,

I'm really sorry to bother you; I hope it's not too much trouble. Thank you very much and see you in the evening,

The tomatoes and peppers are on the kitchen table, and the onions, olives and cheese are in the fridge. Just chop everything and put it in a bowl with some olive oil!

Adam

Help! I've got a problem. Jim hurt his leg playing football today and I have to take him to the clinic

2 Think of different ideas for the same task.
- explain the situation
- say what dish should be prepared
- explain where the ingredients are

3 Write your own version of the note from Exercise 1.

exam*task*

4 Read the exam task below and write a note.

You have just started university. There is a picnic organised for new students where you can get to know your classmates better. Everyone is supposed to bring a friend and some food with them. Write a note to your friend Jane, in which you will:
- tell her about the picnic
- ask her if she would like to come with you
- suggest what you could take to the picnic
- offer to pick her up in your car

Start your note like this: *Hi Jane,*

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TYPES OF FOOD

MEAT

bacon /ˈbeɪkən/
beef /biːf/
chicken /ˈtʃɪkɪn/
ham /hæm/
meat /miːt/
pork /pɔːk/
sausage /ˈsɒsɪdʒ/
turkey /ˈtɜːki/

FISH AND SEAFOOD

cod /kɒd/
fillet /ˈfɪlɪt/
fish and chips /fɪʃ ən tʃɪps/
herring /ˈherɪŋ/
salmon /ˈsæmən/
sardine /sɑːˈdiːn/
shellfish /ˈʃelˌfɪʃ/
tuna /ˈtjuːnə/

DAIRY PRODUCTS

butter /ˈbʌtə/
cheese /tʃiːz/
cottage cheese /ˈkɒtɪdʒ tʃiːz/
egg /eg/
ice cream /aɪs kriːm/
margarine /mɑːdʒəˈriːn/
milkshake /mɪlk ʃeɪk/
omelette /ˈɒmlət/
yoghurt /ˈjɒgət/

CEREAL PRODUCTS

breakfast /ˈbrekfəst/
brown bread /braʊn bred/
cereal /ˈsɪəriəl/
noodles /ˈnuːdlz/
pasta /ˈpæstə/
rice /raɪs/
roll /rəʊl/
toast /təʊst/
white bread /waɪt bred/

SWEETS

apple pie /ˈæpəl paɪ/
birthday cake /ˈbɜːθdeɪ keɪk/
biscuits *(BrE)* /bɪskɪts/
cake /keɪk/
cheesecake /ˈtʃiːzkeɪk/
cookies *(AmE)* /kʊkis/
fruitcake /ˈfruːtkeɪk/
poppy-seed cake /ˈpɒpi siːd keɪk/
pudding /ˈpʊdɪŋ/

FRUIT

apple /ˈæpəl/
apricot /ˈeɪprəkɒt/
banana /bəˈnɑːnə/
blackcurrant /blækˈkʌrənt/
blueberry /ˈbluːbəri/
cherry /ˈtʃeri/
coconut /ˈkəʊkənʌt/
grapefruit /ˈgreɪpfruːt/
grapes /greɪps/
kiwi /ˈkiːwiː/
lemon /ˈlemən/
lime /laɪm/
mango /ˈmæŋgəʊ/
melon /ˈmelən/
orange /ˈɒrəndʒ/
peach /piːtʃ/
pear /peə/
pineapple /ˈpaɪnæpəl/
plum /plʌm/
strawberry /ˈstrɔːbəri/
watermelon /ˈwɔːtəmelən/

VEGETABLES (VEG)

avocado /ævəˈkɑːdəʊ/
beans /biːns/
broccoli /ˈbrɒkəli/
cabbage /ˈkæbɪdʒ/
carrot /ˈkærət/
cauliflower /ˈkɒlɪflaʊə/
celery /ˈseləri/
cucumber /ˈkjuːkʌmbə/
garlic /ˈgɑːlɪk/
green peas /griːn piːs/
green pepper /griːn ˈpepə/
lettuce /ˈletɪs/
mashed potatoes /mæʃt pəˈteɪtəʊs/
mushrooms /ˈmʌʃrʊms/
onion /ˈʌnjən/
parsley /ˈpɑːsli/
radish /ˈrædɪʃ/
red pepper /red ˈpepə/
sweetcorn /ˈswiːtkɔːn/
tomato /təˈmɑːtəʊ/

THINGS ADDED TO FOOD

black pepper /blæk ˈpepə/
herbs /hɜːbs/
ketchup /ˈketʃəp/
mayonnaise /meɪəˈneɪz/
mustard /ˈmʌstəd/
olive oil /ˈɒlɪv ɔɪl/
salad dressing /ˈsæləd ˈdresɪŋ/
salt /sɔːlt/
spices /spaɪsəs/
sugar /ˈʃʊgə/
tomato sauce /təˈmɑːtəʊ sɔːs/
vinegar /ˈvɪnɪgə/

DRINKS

beer /bɪə/
coffee /ˈkɒfi/
fizzy drinks /ˈfɪzi drɪŋks/
juice /dʒuːs/
soft drinks /sɒft drɪŋks/
sparkling water /ˈspɑːklɪŋ ˈwɔːtə/
still water /stɪl ˈwɔːtə/
tea /tiː/
wine /waɪn/

ADJECTIVES DESCRIBING FOOD

delicious /dɪˈlɪʃəs/
dry wine /draɪ waɪn/
fatty /ˈfæti/
fresh /freʃ/
mild /maɪld/
rare steak /reə steɪk/
sour milk /saʊə mɪlk/
spicy /ˈspaɪsi/
stale bread /steɪl bred/
strong tea /strɒŋ tiː/
sweet /swiːt/
tasty /ˈteɪsti/
weak tea /wiːk tiː/
well-done steak /wel ˈdʌn steɪk/

PREPARING FOOD

add /æd/
bake /beɪk/
barbecue /ˈbɑːbɪkjuː/
beat /biːt/
boil /bɔɪl/
bowl /bəʊl/
chop up /tʃɒp ʌp/
cook /kʊk/
cut /kʌt/
freeze /friːz/
fry /fraɪ/
frying pan /fraɪŋ pæn/
grill /grɪl/
heat /hiːt/
ingredient /ɪnˈgriːdiənt/
kettle /ˈketl/
melt /melt/
mix /mɪks/
oven /ˈʌvən/
peel /piːl/
pour /pɔː/
recipe /ˈresəpi/
roast /rəʊst/
saucepan /ˈsɔːspən/
slice /slaɪs/
spoon /spuːn/
stir /stɜː/

PACKAGING AND QUANTITIES

bag of flour /bæg əv flaʊə/
bar of chocolate /bɑː əv ˈtʃɒklət/
bottle of lemonade /ˈbɒtl əv lemәˈneɪd/
box of chocolates /bɒks əv ˈtʃɒkləts/
can of cola /kən əv ˈkəʊlə/
carton of milk /ˈkɑːtn əv mɪlk/
carton of orange juice /ˈkɑːtn əv ˈɒrəndʒ dʒuːs/
glass of water /glɑːs əv ˈwɔːtə/
jar of jam /dʒɑː əv dʒæm/
loaf of bread /ləʊf əv bred/
packet of biscuits /ˈpækɪt əv bɪskɪts/
packet of crisps /ˈpækɪt əv krɪsps/

MEALS

barbecue /ˈbɑːbɪkjuː/
course /kɔːs/
eat out /iːt aʊt/
have a meal /həv ə miːl/
have breakfast /həv ˈbrekfəst/
have dinner /həv ˈdɪnə/
have lunch /həv lʌntʃ/
have supper /həv ˈsʌpə/
light snack /laɪt snæk/
lunchbox /ˈlʌntʃbɒks/
packed lunch /pækt lʌntʃ/
picnic /ˈpɪknɪk/

RESTAURANTS AND BARS

bill /bɪl/
café /ˈkæfeɪ/
cafeteria /kæfəˈtɪəriə/
canteen /kænˈtiːn/
cutlery /ˈkʌtləri/
dessert /dɪˈzɜːt/
dish /dɪʃ/
fast food restaurant /fɑːst fuːd ˈrestərɒnt/
fork /fɔːk/
knife /naɪf/
main course /meɪn kɔːs/
menu /ˈmenjuː/
napkin /ˈnæpkɪn/
order /ˈɔːdə/
self-service restaurant /self ˈsɜːvɪs ˈrestərɒnt/
serve /sɜːv/
service /ˈsɜːvɪs/
serviette /sɜːviˈet/
spoon /spuːn/
starter /ˈstɑːtə/
takeaway /ˈteɪkəweɪ/
tip /tɪp/
waiter /ˈweɪtə/
waitress /ˈweɪtrɪs/
wine list /waɪn lɪst/

USEFUL PHRASES

be on a diet /bi ən ə ˈdaɪət/
book a table /bʊk ə ˈteɪbəl/
clear the table /klɪə ðə ˈteɪbəl/
cook a meal /kʊk ə miːl/
do the washing-up /duː ðə ˈwɒʃɪŋ ʌp/
go on a diet /gəʊ ən ə ˈdaɪət/
healthy food /ˈhelθi fuːd/
high in calories /haɪ ɪn ˈkæləris/
junk food /dʒʌŋk fuːd/
lay the table /leɪ ðə ˈteɪbəl/
leave a tip /liːv ə tɪp/
lose weight /luːz weɪt/
low in calories /ləʊ ɪn ˈkæləris/
put on weight /pʊt ən weɪt/
vegetarian diet /vedʒəˈteəriən ˈdaɪət/

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6 SHOPPING AND SERVICES

'The consumer isn't a moron. She's your wife.'

DAVID OGILVY
(BRITISH ADVERTISING GURU, 1911–1999)

WORDBANK • PAGE 117

TYPES OF SHOPS

1 Where can you buy these things? Label the pictures with the names of shops from the box.

bookshop DIY store fishmonger's flower shop
furniture shop greengrocer's newsagent's
off-licence petrol station stationer's



1 _____



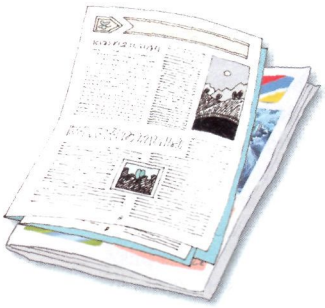
3 _____



2 _____



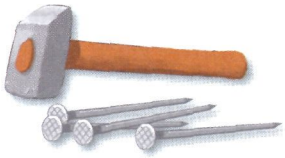
4 _____



6 _____



5 _____



8 _____



9 _____



7 _____



10 _____

2 Correct the following statements.

1 I bought some potatoes at the ~~butcher's~~. *greengrocer's*
2 I went to the baker's and bought the medicine the doctor prescribed.
3 I got some notebooks and envelopes at the DIY store.
4 I bought some lovely roses at the fishmonger's.
5 I got the newspapers at the off-licence.
6 I went to that big furniture shop and bought a new dictionary.

3 CD 2·12 Listen to dialogues 1–6. Where are the people? Match them to the shops A–G. There is one extra shop.

A Baker's
B Butcher's
C Shopping mall
D Clothes shop
E Music shop
F Chemist's
G Shoe shop

IN A SHOP

4 Complete the explanations with the right words.

1 A person who serves you in a shop – _____
2 When several people are waiting to buy things – _____
3 The thing on wheels into which you put your shopping – _____
4 When buying clothes, you need to know your _____: large, medium or small.
5 The place where you can try clothes on in a clothes shop – _____
6 The place where you pay in a supermarket – _____

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COMPLAINING

5 CD 2·13 **Complete the dialogue with the words from the box. Listen and check.**

back complaint exchange manager receipt refunds return

CUSTOMER: Good morning. I'd like to make a [1]_____. I bought these shoes here a week ago and the heel's come off. I'd like to [2]_____ them, please.

SHOP ASSISTANT: Let me see. Er yes, they don't look too good. Have you got a [3]_____ for them?

CUSTOMER: I do. Here it is.

SHOP ASSISTANT: Would you like to [4]_____ them for another pair? Just like this one, or perhaps this beautiful new style?

CUSTOMER: No, thank you, I'd just like to have my money [5]_____, please.

SHOP ASSISTANT: I'm afraid we don't give [6]_____.

CUSTOMER: Excuse me?! I'd like to talk to the [7]_____, please.

SHOPPING FOR CLOTHES

6 **Match the sentences.**

1 This dress fits very well.
2 This shirt really suits you.
3 It's a nice blouse, but it doesn't really match this skirt, does it?
4 You want to buy this striped tie to wear with your checked jacket? Don't.
5 Kitty looks great today.

- a I'll have to wear it with something else.
- b It's your style and it's the same colour as your eyes. Go ahead and buy it.
- c It's not too tight, not to loose, just right.
- d That new outfit really suits her.
- e They don't match at all. You'll look awful.

SERVICES

7 **Match the services 1–8 to the places a–h.**

- 1 I'd like to have a new haircut.
- 2 My car needs servicing.
- 3 I need to change some money.
- 4 My shirts need washing and I haven't got a washing machine.
- 5 I need to get my boots repaired.
- 6 My winter coat needs cleaning.
- 7 I have to post a letter.
- 8 My car's dirty.

USEFUL PHRASES: BARGAINS

8 **All the phrases in these sentences mean something was cheaper. Complete the missing words.**

1 These jeans were half **p**_____.
2 This jacket was twenty per cent **o**_____.
3 These CD-players are on special **o**_____. When you buy one, you get one **f**_____.
4 I bought it in a **s**_____.
5 There's a fifteen per cent **d**_____ on all CDs.
6 These boots were **r**_____ from €100 to €30. It was a real bargain!

USEFUL PHRASES: PAYING

9 CD 2·14 **Pete and Rob are on holiday in an exotic place. Complete their dialogue with one word in each gap. Listen and check.**

PETE: Can I pay [1]_____ credit card here?

ROB: No, they don't [2]_____ credit cards. You have to pay [3]_____ cash.

PETE: I haven't got enough cash [4]_____ me. Can I pay [5]_____ cheque?

ROB: You've got to be joking. They wouldn't know what it is.

PETE: What a nuisance! Oh, OK, I guess I'll just go and get some money out of a cash [6]_____.

ROB: If you can find one!



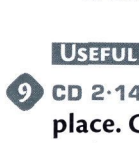
a



d



g



c



e



b



f



h

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LISTENING 1

MULTIPLE CHOICE ◂◂ 14

1 **List all the shops in your area. Tick the ones you often go to. Compare lists with another student.**

examtask

2 **CD 2·15 You are going to hear a conversation about shopping between a husband and a wife. For questions 1–6, choose the best answer A–C.**

1 **Jenny's pleased because the new top**
- A matches her eyes.
- B is a smaller size than she expected.
- C was cheap.

2 **Jenny had to get cash from the cash machine to pay for**
- A her new top.
- B some rolls for breakfast.
- C some books.

3 **Jenny says she bought some sausages**
- A at the butcher's.
- B at the greengrocer's.
- C at the DIY store.

4 **Jenny says she bought Sidney a hat**
- A at the fishmonger's.
- B at a clothes shop.
- C at a furniture shop.

5 **Jenny says she also bought**
- A some flowers.
- B a horse.
- C six digital cameras.

6 **Jenny's husband**
- A never listens to her.
- B has been listening all the time.
- C doesn't know why she says such strange things.

3 **Tell another student about a shop you like. Use these questions to help you.**
- What kind of shop is it?
- Where is it?
- What does it look like?
- What are the shop assistants like?
- How often do you go there?
- What are some of the things you bought there?
- What is special about it?

READING 1

TRUE/FALSE ◂◂ 23

1 **Think of an advertisement you've seen recently. Tell another student about it using these questions.**
- Where was the advertisement?
- What product was advertised?
- What was the picture/the story in the ad?
- Did you like it? Why?/Why not?

examtask

2 **Read the following comments from an internet forum. Decide if the statements 1–6 are true (T) or false (F).**

1 Zippy is sure advertisements change people's behaviour.
2 Johnnybubble believes people react to ads without realising it.
3 Psrus decides what to buy depending only on the price.
4 Niall878 thinks many car accidents happen because people buy fast cars they see advertised.
5 Blowout believes he/she makes rational decisions about what to buy.
6 Only one person states he/she is never influenced by ads.



ADVERTS

Adverts are everywhere. There are hoardings in the streets, leaflets in your letter box, jingles on the radio, commercials on the TV, brochures in shops, glossy ads in magazines, personal ads in newspapers, handwritten ads on the supermarket wall and famous faces on the sides of buses. Advertising is a huge industry that uses emotions, logic, snobbery, beauty, music, truth and lies to make you spend your money. But do adverts influence you?

comment on this article

▶ Comment by Zippy

Of course adverts influence us. If they didn't, the companies wouldn't spend so much money on them. Just think of the power of a good slogan. Something like 'Just Do It!' fixes a brand name in people's minds and so that's the brand they choose in the shops.

add comment | complain about this comment

▶ Comment by Helenbee32

I prefer a lot of the adverts on TV to the programmes. I like the funny ones the best. But they don't influence me when I go shopping. I always buy the same brands.

add comment | complain about this comment

▶ Comment by Johnnybubble

Some people say adverts don't influence them at all, but they're forgetting about the subconscious effect. When you're in the supermarket and you pick

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3 **In pairs, ask and answer these questions.**

- Which person's opinion is most like yours? Why?
- Which person do you disagree with? Why?
- On the whole, do you like or dislike ads? Why?

4 **Complete this table with words from the text.**

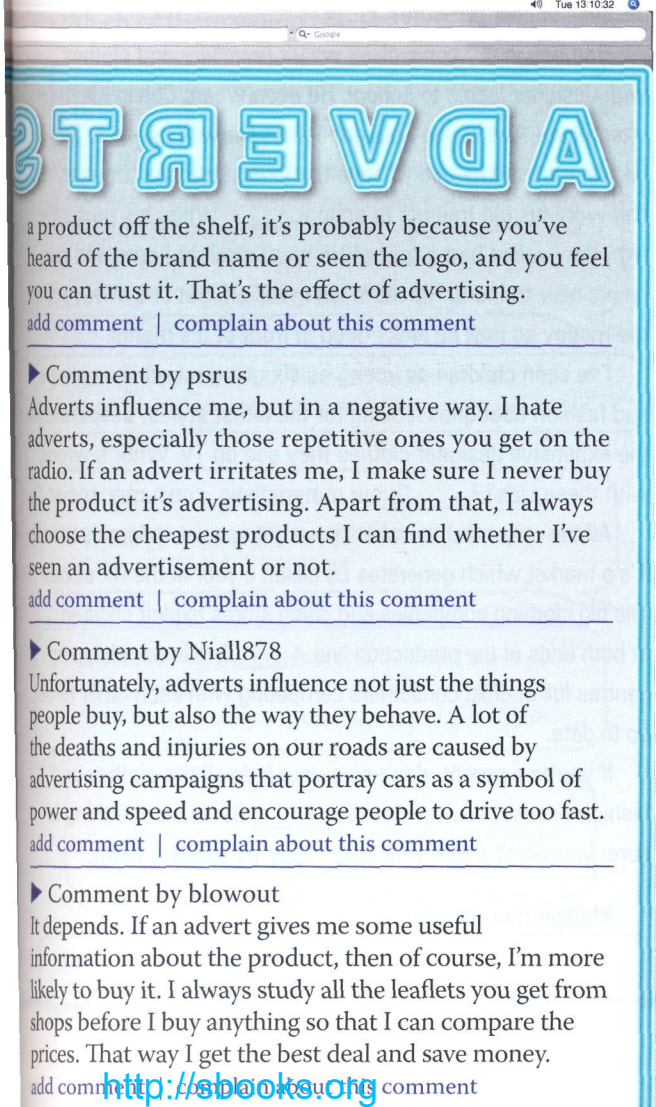
TYPES OF ADVERTISEMENTS	WHERE CAN YOU SEE/HEAR THEM?
hoarding*	in the street
l_____	
j_____	
c_____	
b_____	
g_____ _____	

*) the American word for *hoarding* is *billboard*

5 **Complete the names of things you see in advertisements. Then give an example of each.**

1 s _ _ _ _ _ – a sentence, usually short, that sounds impressive and is easy to remember
2 l _ _ _ – a symbol which is the sign of a company
3 b _ _ _ _ n _ _ _ – the name given to a product by the company that produces it

6 **Write your opinion about advertising to add to the website.**



OPEN CLOZE ◂◂ 36

1 **Discuss the questions in pairs.**

- What kinds of shops do you like best?
- Do you remember a shop that you used to go to, but it closed?

examtask

2 **Read the following article about a famous old shop. Some words are missing from the text. Complete the gaps 1–9 with one word.**



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GAPPED TEXT ◂◂28

examworkout

1 Read Michael's story. Connect the underlined words with the words they refer to. The first one has been done as an example.

Last Saturday I went shopping with my mother. First, she spent an hour trying on different styles of jeans and asking me: 'How do I look?' I just kept saying: 'You look great,' but that wasn't good enough for her. She wanted me to tell her which ones she looked best in. Well, you know, I love my mum and everything, but she's not exactly slim. I mean, she looks much better in her red dress than in jeans. [1] Then we went to the supermarket. She picked out three saucepans and asked me which one I liked best! What did I care? [2] Fortunately, she decided herself, and after another hour's shopping for food she was ready to go home. I had to carry about ten tons of shopping, but believe me, that was the least tiring bit!

Add comment

2 Two sentences have been removed from the text. Put them in gaps 1 and 2, using the underlined words as clues. There is one extra sentence you don't need.

A They all looked the same to me!
B Finally we found one that fitted him well.
C Anyway, she finally found a pair she liked.

examtask

3 Read the following text about fashion for kids. Five sentences have been removed from the text. Complete the gaps 1–5 with the sentences A–F. There is one extra sentence that you do not need to use.

A Explain patiently why they can't get everything they want.
B He was worried that some of the kids at his school would laugh at him because his new shoes didn't have a well-known brand name.
C In the factories full of child workers in the Far East where the products are made.
D Or is it their parents?
E Some parents, such as David and Victoria Beckham, dress their children in flashy fashions to show off their family's wealth.
F They were a well-known brand, but they were last year's model and the price had been cut to £25 in the sales.



Fashion for Kids

Last week, I bought my nine-year-old son a new pair of trainers that were reduced in a sale. They fit him fine and they looked good, but afterwards he didn't seem very happy with our bargain. [1]____ I seriously thought about taking the shoes back to the shop to exchange them for a more expensive and fashionable make. But why should I pay money I can't afford, or get into debt just because of peer pressure?

One boy in my son's class wears jewellery and clothes with designer labels to school. He even wears Calvin Klein aftershave! And he isn't old enough to shave! I spoke to him and he told me why he had to have the latest fashions. One day he had worn his old trainers to school. [2]____ When his pals saw him, they called him a tramp! He went straight home and put on his new trainers. His mum isn't well off, but she always finds the money so that he looks good in front of his mates.

I've seen children as young as six going round shoe shops and fashion boutiques looking for the latest styles, desperate for the expensive designer clothes they see on TV. What's wrong with these kids? [3]____ Or our materialistic, consumer society?

All the major fashion labels have got special children's brands. It's a market which generates £5 billion a year in the UK alone. The big clothing companies and chain stores exploit children at both ends of the production line. [4]____ And in our shopping centres full of child consumers competing with each other to be up to date.

If you're a parent, don't give your kids all the clothes and fashion accessories they ask for. [5]____ Because one thing is sure: you won't make your kids happy by spoiling them.

Maggie from Bootle

LANGUAGE & CULTURE

A billion in English is 1,000,000,000 or a thousand million.

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4 **The writer of the letter asks: 'What's wrong with these kids?' Who do you think is responsible for young children's obsession with fashion? Why?**

- the children?
- the parents?
- peer pressure?
- our consumer society?

5 **Match the words to form compound nouns.**

1 designer	a fashions
2 brand	b society
3 shopping	c name
4 latest	d clothes/labels
5 consumer	e centre

6 **Complete these compound nouns:**

fashion _____ – producers of fashionable clothes

fashion _____ – shops with expensive, trendy clothes

fashion _____ – additional things you wear or carry, like belts or bags

7 **Read what seven secondary school students say about buying clothes. In pairs, ask and answer these questions:**

- Which of the speakers is most like you?
- Which of them would you like to be friends with?

I only buy designer clothes. I think it's important to look smart.

I like buying unusual clothes in second-hand shops and creating interesting combinations. And I make my own jewellery. I think it's more important to have your own style than to wear expensive things.

I ask my parents to buy me well-known brands, because I don't want people at school to laugh at me.

I like fashionable clothes, but designer labels are too expensive. I usually buy clothes in sales. You can get some great bargains!

I like wearing my old jeans and a T-shirt. I don't care what people say, I just like to be comfortable. If I have some money, I prefer to spend it on CDs!

My mum can't afford expensive clothes. But in my cheap supermarket trainers I can still run sixty metres in 7.3 seconds!

I can't afford expensive clothes. I think it's quite normal, but some people are thoughtless, you know?

LISTENING 2

MATCHING ◂◂ 18

1 **Read the Culture Note about Fairtrade.**

LANGUAGE & CULTURE

THE FAIRTRADE Mark is an independent consumer label which appears on products as a guarantee that farmers and workers in developing countries are getting a better deal. It was created in the Netherlands in the 1980s. A product with this label must meet standards required by Fairtrade Labelling Organisations International (FLO). FLO ensures that producers are paid an agreed and stable price; that workers on large plantations receive decent wages and can join trade unions; that minimum health, safety and environmental standards are met; and that no child labour is used. Fairtrade certified products include fruit and vegetables, cocoa, coffee, juices, honey, rice, spices, sugar, tea, wine, cotton, and sports balls! www.fairtrade.net



examtask

2 **CD 2·16 You are going to hear five speakers taking about Fairtrade. Match the speakers 1–5 to the questions A–F. There is one extra question that you do not need to use.**

Which person...

A disagrees with the idea?
B doesn't buy imported fruit at all?
C is quite enthusiastic and well-informed?
D doesn't know much about Fairtrade?
E thinks it's important where you buy Fairtade products?
F thinks there are too few Fairtrade products?

1 2 3 4 5

3 **Work in pairs. Ask and answer these questions:**

a Which of these things do you do? (Why?/Why not? How often?)
- buy locally grown food?
- buy things from charity shops?
- buy environmentally friendly products?

b Would you ever buy a product if you suspected it was...

	NEVER	I WOULD	NOT SURE
STOLEN			
PIRATED			
PRODUCED USING CHILD LABOUR			

c How important are these things to you when choosing what to buy?
- high quality
- low price
- fashion
- ethical issues

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SITUATIONAL ROLEPLAY ◂◂58

exam*workout*

1 Read the exam task in Exercise 2. Divide the following phrases into 'arguments for' (+) and 'arguments against' (–).

- It's useful.
- We don't know if she likes...
- It shows we like him.
- I think she has probably got one already.
- Everyone likes ...
- It's too expensive/ too cheap.
- We don't know her size.
- It's a good present from an international group of students.
- If he doesn't like it, he can give it away.
- It's connected with his work.
- It's not very original. Everyone gives ... as a gift.
- I don't think it's appropriate to give...

exam*task*

2 In pairs, roleplay the situation below. One of you is the candidate, the other plays the role of the examiner.

You are on a student exchange program in England. At the end of the academic year, your classmates would like to buy a thank-you present for your teacher. Your partner wants to buy a bottle of wine, but you do not think this is a good idea. Persuade your partner to buy one of the other things.



3 Now swap roles and roleplay the situation again.

FORMAL LETTER: A LETTER OF COMPLAINT ◂◂51

exam*workout*

1 Read the exam task in Exercise 2 and complete exercises a–c.

a Read the sentences 1–10 and tick the ones that you could use to complain about an mp3 player.

1 It took you three weeks to send it to me, but you promised it would only take two days.
2 I tried it on at home and it turned out that it is not the same size I ordered.
3 When I took it out of the packaging I realised that the screen was damaged.
4 When I checked the accessories, I noticed that the USB wire was missing.
5 The player keeps crashing when I try to upload the songs from my computer.
6 All had been great until I got to Chapter 6, which turned out to be missing several pages.
7 It keeps playing one song over and over again.
8 There must be something wrong with the battery as the player only works for ten minutes.
9 When I unpacked it I realized that it is past its sell-by date.
10 It won't play the mp3s that I bought at your internet music store.

b What do you want the seller to do? Complete the words.

1 Could you please r_ _ _ _ _ e it / e_ _ _ _ _ _ e it?
2 I would be grateful if you could r _ _ _ _ d my money/send my money b_ _ k.
3 I would like to receive a full r_ _ _ _d.

c Choose an appropriate first and last sentence.

1 The MP3 player you sent me is useless.
2 I am writing to complain about an MP3 player that I bought from your website on 15 March.
3 I look forward to hearing from you soon.
4 If I don't get my money back soon, I'll show you.

exam*task*

2 Read the exam task below and write a letter of complaint.

You bought an mp3 player at an online store and it is not working properly. You have the guarantee of the product. Write a letter of complaint to the store, in which you will:
- explain when and where you bought the product
- describe the problem in detail and ask for a replacement or a refund

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TYPES OF SHOPS

baker's /beɪkəs/
bookshop /ˈbʊkʃɒp/
butcher's /ˈbʊtʃəs/
chain store /tʃeɪn stɔ:/
charity shop /ˈtʃærəti ʃɒp/
chemist's /ˈkemɪsts/
clothes shop /kləʊðz ʃɒp/
delicatessen /delɪkəˈtesən/
department store /dɪˈpɑ:tmənt stɔ:/
DIY store /di: aɪ waɪ stɔ:/
farmers' market /ˈfɑ:məs ˈmɑ:kɪt/
fashion boutique /ˈfæʃən bu:ˈti:k/
fishmonger's /fɪʃmʌŋgəs/
flower shop /ˈflaʊə ʃɒp/
fruit and veg shop /fru:t ən vedʒ ʃɒp/
furniture shop /ˈfɜ:nɪtʃə ʃɒp/
greengrocer's /gri:ngrəʊsəs/
grocer's /grəʊsəs/
healthy food shop /ˈhelθi fu:d ʃɒp/
mall /mɔ:l/
music shop /ˈmju:zɪk ʃɒp/
newsagent's /ˈnju:zeɪdʒənts/
off-licence /ˈɒf laɪsəns/
shoe shop /ʃu: ʃɒp/
shopping centre /ˈʃɒpɪŋ ˈsentə/
sports shop /spɔ:ts ʃɒp/
stationer's /ˈsteɪʃənəs/
supermarket /su:pəmɑ:kɪt/

IN A SHOP

Can I help you? /kæn aɪ help jə/
cheap /tʃi:p/
checkout /ˈtʃekaʊt/
checkout assistant /ˈtʃekaʊt əˈsɪstənt/
choice /tʃɔɪs/
customer /ˈkʌstəmə/
expensive /ɪkˈspensɪv/
market stall /ˈmɑ:kɪt stɔ:l/
queue /kju:/
range of products /reɪndʒ əv prəˈdʌkts/
second-hand /sekəndˈhænd/
shop assistant /ʃɒp əˈsɪstənt/
shopaholic /ʃɒpəˈhɒlɪk/
shopper /ˈʃɒpə/
shopping list /ˈʃɒpɪŋ lɪst/
supermarket trolley /ˈsu:pəmɑ:kɪt ˈtrɒli/

COMPLAINING

broken /ˈbrəʊkən/
dissatisfied /dɪsˈsætɪsfaɪd/
exchange /ɪksˈtʃeɪndʒ/
faulty /ˈfɔ:lti/
get a refund /get ə ˈri:fʌnd/
get your money back /get jə ˈmʌni bæk/
it doesn't work /ɪt ˈdʌzənt wɜ:k/
keep crashing /ki:p kræʃɪŋ/
make a complaint /meɪk ə kəmˈpleɪnt/
past its sell-by date /pɑ:st ɪts sel baɪ deɪt/
receipt /rɪˈsi:t/
return sth /rɪˈtɜ:n ˈsʌmθɪŋ/
scratched /skrætʃt/
take sth back /teɪk ˈsʌmθɪŋ bæk/
talk to the manager /tɔ:k tə ðə ˈmænɪdʒə/
the instructions are missing /ðə ɪnstrəkʃns ə ˈmɪsɪŋ/

SHOPPING FOR CLOTHES

changing room /ˈtʃeɪndʒɪŋ ru:m/
designer clothes /dɪˈzaɪnə kləʊðz/
designer label /dɪˈzaɪnə ˈleɪbəl/
fashion accessories /ˈfæʃən əkˈsesəris/
fashion label /ˈfæʃən ˈleɪbəl/
fashionable /ˈfæʃənəbəl/
fit /fɪt/
fitting room /ˈfɪtɪŋ ru:m/
go shopping /gəʊ ˈʃɒpɪŋ/
I'm a size... /əm ə saɪz/
last year's model /lɑ:st jɪəs ˈmɒdl/
look for sth /lʊk fə ˈsʌmθɪŋ/
match /mætʃ/
sale /seɪl/
style /staɪl/
suit /su:t/
the latest fashions /ðə ˈleɪtɪst ˈfæʃəns/
the right size /ðə raɪt saɪz/
too loose /tu: lu:s/
too small /tu: smɔ:l/
too tight /tu: taɪt/
trendy /ˈtrendi/
try sth on /traɪ ˈsʌmθɪŋ ən/

SERVICES

bank /bæŋk/
car wash /kɑ: wɒʃ/
dry cleaner's /draɪ kli:nəs/
garage /ˈgærɪdʒ/
hairdresser's /ˈheədresəs/
launderette /lɔ:ndəˈret/
laundry /ˈlɔ:ndri/
petrol station /ˈpetrəl ˈsteɪʃən/
photographer's /fəˈtɒgrəfəs/
post office /pəʊst ˈɒfɪs/
service station /ˈsɜ:vɪs ˈsteɪʃən/
shoe repairs /ʃu: rɪˈpeəs/

ADVERTISING

ad *(inf)* /æd/
advert /ˈædvɜ:t/
advertise /ˈædvətaɪz/
advertisement /ədˈvɜ:tɪsmənt/
advertising campaign /ˈædvətaɪzɪŋ kæmˈpeɪn/
billboard *(AmE)* /ˈbɪlbɔ:d/
brand /brænd/
brand name /brænd neɪm/
brochure /ˈbrəʊʃə/
commercial /kəˈmɜ:ʃəl/
consumer society /kənˈsju:mə səˈsaɪəti/
hoarding *(BrE)* /ˈhɔ:dɪŋ/
jingle /ˈdʒɪŋgəl/
leaflet /ˈli:flɪt/
logo /ˈləʊgəʊ/
make *(n)* /meɪk/
peer pressure /pɪə ˈpreʃə/
personal ad /ˈpɜ:sənəl æd/
place an advertisement /pleɪs ən ədˈvɜ:tɪsmənt/
poster /ˈpəʊstə/
slogan /ˈsləʊgən/

TRADE

consumer /kənˈsju:mə/
consumerism /kənˈsju:mərɪzəm/
consumption /kənˈsʌmpʃən/
free market /fri: ˈmɑ:kɪt/
goods /gʊdz/
product /prəˈdʌkt/
profit /ˈprɒfɪt/
protectionism /prəˈtekʃənɪzəm/

USEFUL PHRASES

BARGAINS

bargain /ˈbɑ:gɪn/
buy in a sale /baɪ ɪn ə seɪl/
buy two get one free /baɪ tu: get wʌn fri:/
deal /di:l/
fair price /feə praɪs/
for sale /fə seɪl/
great reductions /greɪt rɪˈdʌkʃns/
half price /hɑ:f praɪs/
on sale /ən seɪl/
on special offer /ən ˈspeʃəl ˈɒfə/
twenty per cent discount /twentɪ pəˈsent ˈdɪskaʊnt/
fifty per cent off /fɪftɪ pəˈsent əf/
reduced from... to... /rɪˈdju:st frəm.. tə.../

PAYING

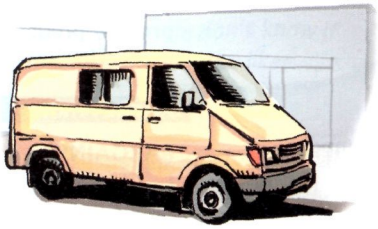
accept credit cards /əkˈsept ˈkredɪt kɑ:ds/
ATM /eɪ ti: əm/
automatic teller machine /ɔ:təˈmætɪk ˈtelə məˈʃi:n/
cash machine /kæʃ məˈʃi:n/
have enough money on you /həv ɪˈnʌf ˈmʌni ən jə/
pay by cheque /peɪ baɪ tʃek/
pay by credit card /peɪ baɪ ˈkredɪt kɑ:d/
pay in cash /peɪ ɪn kæʃ/
take credit cards /teɪk ˈkredɪt kɑ:ds/

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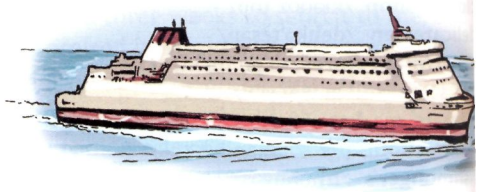
7 TRAVELLING AND TOURISM

'If you look like your passport picture, you probably need the trip.'
ANONYMOUS

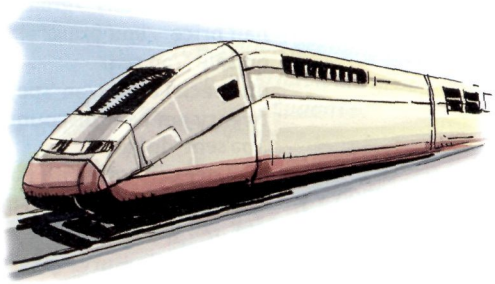
ROAD TRAVEL



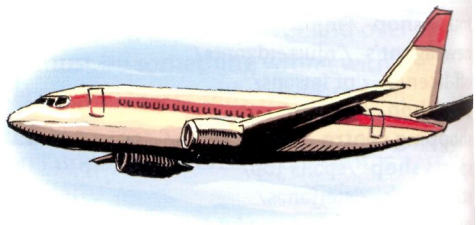
SEA TRAVEL



RAIL TRAVEL



AIR TRAVEL



WORDBANK • PAGE 125

AIR/RAIL/ROAD/SEA TRAVEL

1 Put the words from the list into the four categories above.

ferry coach plane sleeping car motorbike yacht dining car flight harbour platform motorway terminal cruise compartment runway traffic jam voyage

2 CD 2·17 Listen to five recordings and match them to the means of transport used in each of them.

A ferry
B hitch-hiking
C plane
D train
E underground

ROAD TRAVEL

3 CD 2·18 Fill in the gaps. Then listen and check.

My worst journey ever? That would have been in the summer of 2000. I was returning home from Scotland. First I had a [1]_____ _____. I changed the wheel, drove on, couldn't find a [2]_____ _____ for a hundred miles, nearly ran out of petrol. Well, I was in a bit of a hurry after that, and I guess I drove a little above the speed limit. The police stopped me and [3]_____ me for [4]_____. And when I was nearly back, two streets away from home, a guy in front of me [5]_____ so suddenly I drove into the back of his car!

AIR TRAVEL

4 In what order do these things happen? The first and last one have been numbered for you.

A You go through security checks and wait in the departure lounge.
B The plane lands and you get off.
C You go to your gate.
10 D You wait for you luggage at the baggage reclaim.
E The flight attendant brings you a drink.
F You board the plane.
G The plane takes off.
H You fasten your seat belts.
1 I You go to the airport.
J You check in and get a boarding pass.

ACCOMMODATION

5 Match the places from the box to the descriptions.

campsite caravan guest house tent youth hostel

1 _____ – a bit cheaper than a hotel
2 _____ – a home that you can fold and carry
3 _____ – cheap accommodation for young people
4 _____ – a home attached to your car
5 _____ – a place where you can put up your tent

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6 Read this information and decide if sentences 1–6 are TRUE or FALSE.



THE ROSE AND CROWN HOTEL

Tariff

(prices are per room per night, including breakfast)

Room type	Price	Room type	Price
Single	£ 65	Twin	£ 80
Double	£ 75	Suite	£ 130

All rooms are en suite.

T F 1 A room for two people with separate beds costs £75.

T F 2 If you are prepared to pay more, you can have a set of rooms: bedroom, bathroom and your own living room.

T F 3 A room for one person costs £65.

T F 4 Only some rooms have their own bathrooms.

T F 5 A room for two people is cheaper if they sleep in one big bed.

T F 6 You have to pay separately for breakfast.

HOLIDAYS

7 Match the words to make collocations.

1 buy	a the sights
2 holiday	b holiday
3 travel	c resort
4 package	d agent
5 see	e souvenirs

USEFUL PHRASES

8 For each box, choose the verb that completes *all* the phrases.

book go miss take travel

1 _____	a train/a plane/the ferry a ride a walk
2 _____	a room a flight a ticket a seat online
3 _____	abroad around the world across Europe by air/rail/sea by train/boat, etc.
4 _____	camping/hiking/backpacking on a cruise for a ride on foot
5 _____	your flight your plane your train your coach

9 What one noun completes *all* the phrases in the box?

ask the
show someone the
find your
be on your

_____

10 Complete the sentences with the phrases from Exercise 9.

1 I can easily _____ my _____ in a forest, but I get lost in a big city.

2 We're lost. I think we'd better _____ _____ _____ .

3 Don't worry, Mum, we _____ _____ our _____! We'll be home in an hour.

4 Excuse me. Could you please _____ me _____ _____ to the British Museum?

11 Complete the sentences with the verbs from the box.

get meet see set

1 Bill's leaving on Friday. I'm going to _____ him off.

2 If we want to get there tomorrow, we have to _____ off early.

3 Chris is coming tomorrow. Can you go and _____ him at the airport?

4 You'll never _____ lost on the London Underground.

12 Do the quiz. Circle the TWO right answers to each question.

1 **In which of the following places do you check in?**
A at a hotel B at an airport C at a train station

2 **Which of the following can you catch?**
A a car B a flight C a train

3 **Which of the following means of transport do you board?**
A a boat or ferry B a plane C a car

4 **Where would you hear this phrase:**
'I'm sorry, we're **fully booked**'?
A at a hotel
B at a railway station
C at a guest house

5 **When you see someone off, you say: *Have a safe...***
A trip B excursion C journey

6 **Which of the following can you go by?**
A foot B car C train

7 **Which of these means of transport do you get on?**
A a bus B a train C a car

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GAP FILLING ◂◂ 29

1 **Look at the words in the box. In pairs, tell each other which of the forms of transport is, in your opinion:**

- the cheapest?
- the most comfortable?
- your personal favourite? Why?

train bus or coach car plane bike hitch-hiking

examtask

2 **Read the following article about different ways of travelling. Using the information in the text, complete the gaps in the sentences 1–7 with one word or number only.**

1 The Inter-rail pass is valid for one _____ .
2 If you have an Inter-rail pass, your ticket to exhibitions will be _____ .
3 Sometimes you have to pay _____ money if you travel on a high-speed train.
4 If, for example, you travel on Eurolines in November, you will have to pay _____ euros.
5 You can get a really cheap ticket with a budget airline if you _____ it well in advance.
6 Hitch-hiking has some advantages, but, for example, it can be _____ .
7 For €15 you can be a(n) _____ of the Youth Hostels Association for a year.

3 **Read the text again and find the following numbers. What do they refer to?**

30 €399 26 40 €439 €1 €30 €15

4 **Match the highlighted words from the text to the definitions.**

1 a kind of ticket that is valid for many trips – _____
2 a type of luggage that you carry on your back – _____
3 the line separating two countries – _____
4 the money you pay to travel – _____
5 the time of year when there are a lot of tourists – _____

5 **Imagine you have been asked for advice about a cheap but interesting holiday in your country. Write a short text using the following headings:**

Places to go: *It's worth going to/visiting...*
Transport: *You can take...*
Accommodation: *You can stay at/in...*
Food: *If you want to eat well without spending a fortune, ...*
Things to do: *Depending on what you like, you can...*

6 **Present your ideas in groups. Decide whose idea for a holiday is the cheapest and the most attractive.**



TRAVEL ROUND EUROPE

A Trains

With the Inter-rail Global pass you can spend a month exploring thirty European countries from Ireland to Greece for €399 for a second-class ticket. It's also valid on some ferry routes. Inter-rail pass holders are entitled to discounts on museums, hotels, etc. And if you can sleep sitting up, you can save money on accommodation, too.
Some drawbacks:

- you've got to be under 26.
- the pass is not valid for travel in your country of residence, but you do get a discount on the rail ticket to the border.
- you have to pay a supplement on some high-speed trains and night trains.

B Buses

Coach travel is comfortable and relatively inexpensive. The Eurolines thirty-day pass for young people (under twenty-six) allows you to make international journeys between 40 European cities for prices ranging from €439 in the high season to €299 in the low season. In the UK, Megabus offers single tickets between major cities for under €2 plus a booking fee. And in Scotland, a Citylink Explorer Pass, which allows unlimited travel on any eight days in a sixteen-day-period, costs less than €120.

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MULTIPLE CHOICE ◂◂ 14



1 **Describe the photo.**

2 **The man in the photo has cycled around the world. Think of:**

- three things that could be enjoyable/interesting on a journey like that,
- three possible bad experiences.

LANGUAGE & CULTURE

Alastair's two books describing his trip, *Moods of Future Joys* and *Thunder and Sunshine*, are now available. You can read a few chapters on his website.

ee the sights without spending a fortune...

C Air travel

If you book ahead, you can get incredibly good deals with the budget airlines. For example, flights from as low as €1! But you must reserve your seats early. Basically, start planning your summer trip just after Christmas! And watch out for the airport taxes! They can easily add €30 to your fare.

D Hitch-hiking

As a result of cheap air fares and bus tickets, there are not so many hitchikers carrying their rucksacks along European roads nowadays. It's romantic and cheap, but it might be dangerous, and can take a long time.

B Accommodation

In some countries, such as Spain and Greece, you can stay in low-priced hotels, but in the UK and Ireland B&Bs* are a more reasonable option (about €60 for a double room including a cooked breakfast). A good idea is to join the Youth Hostels Association. A membership fee of about €15 a year allows you to stay in thousands of youth hostels across Europe for under €15 a night, generally in shared single-sex rooms.

*B&B – Bed and Breakfast

examtask

3 **CD 2·19 You are going to hear an interview about a man who cycled around the world twice. For questions 1–6, choose the correct answer A–C.**

1 **How long was Alastair Humphreys' journey?**
- A 36,000 miles through 60 countries.
- B 46,000 miles through 60 countries.
- C 60,000 miles through 46 countries.

2 **How did he leave England?**
- A By ferry.
- B By plane.
- C He cycled through the Channel Tunnel.

3 **Apart from cycling, he has travelled**
- A by air.
- B by rail.
- C by sea.

4 **Which difficulty does the speaker NOT mention?**
- A problems with visas
- B accidents
- C being robbed

5 **Why did he do it?**
- A Mainly for fun.
- B To write a travel book.
- C To raise money for charity.

6 **The people Alastair met thought he was rich because...**
- A he had £13,000.
- B he had a bike.
- C he was travelling around the world.

4 **CD 2·19 Listen again and write down:**
- four countries Alastair's been to
- four numbers and what they refer to
- four problems he's had

5 **In pairs, ask and answer these questions.**
- Would you like to cycle or walk around the world? Why?/Why not?
- If you were on a trip like that, what would you find most difficult?
- Which countries would you most like to visit?
- Who would you take with you on a trip around the world? Why?
- What's the most adventurous journey you've ever made?

6 **The people in some of the countries Alastair visited thought he was rich. When is a person considered 'rich' in your country?**

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MULTIPLE CHOICE ◂◂24

1 **List five problems people can have when travelling. Compare your lists in small groups.**

examtask

2 **Read the following text about a day trip. For questions 1–6, choose the correct answer A–D.**

1 When Mr and Mrs Long first got lost, why didn't they ask the way?
- A It was late and there was nobody about.
- B They couldn't speak French.
- C They wanted to try and find the way themselves.
- D They wanted to use a map.

2 What transport did they use the morning after they got lost?
- A a car
- B a train
- C a ferry
- D they walked

3 Why did they go to Switzerland?
- A They wanted to see it.
- B They caught the wrong train.
- C The police told them to.
- D The train divided.

4 Why were they given tickets to Belfort?
- A That was where they had come from.
- B It was on the way to Paris.
- C Someone thought they had come from there.
- D They wanted to go there.

5 What did they do after they got to Paris the second time?
- A They went to Belfort.
- B They hiked to Vesoul.
- C They tried to get on the wrong train.
- D They hitched a lift.

6 Which form of transport did Mr and Mrs Long not use on their trip?
- A train
- B ferry
- C coach
- D hitch-hiking

3 **In the text, underline words and phrases related to rail travel.**

4 **Think about the journeys below. Choose one or two and tell your partner about it.**

- the longest journey you've ever made (in km/in hours)
- the journey on which you used the largest number of different means of transport
- a very enjoyable journey
- a journey on which something went wrong
- a trip to a place where you didn't know the language

TRUE STORIES **The Worst Day of Your Life**



The Least Successful Day Trip

Few people have packed more into a day trip than Michael and Lilian Long from Kent who took the ferry from their home in England to Boulogne in France in 1987. On Easter Sunday this adventurous couple went for a short walk around the town. In no time they were spectacularly lost and showing all the qualities of born explorers.

'We walked and walked,' Mrs Long recalled, 'and the further we walked to try to get back, the further we walked away from Boulogne.'

Unable to speak French, they felt embarrassed about asking the way, so they walked throughout the night until finally the next morning a driver gave them a lift to a small village they did not recognise. Here they caught a train to the wrong destination – Paris. In the French capital they spent all their remaining money on catching what they thought was the express train back to Boulogne. After an enjoyable trip they arrived in Luxembourg at midnight on Monday.

Two hours later police put them on the train back to Paris but it divided and their half ended up in Basle, an attractive medieval town in the north of Switzerland.

Having no money, they tried to find work, but without success. The railway company offered them a free ticket back to Belfort, thinking that this was where they had come from. Once they got off the train, our heroes hiked forty-two miles to Vesoul, hitched a lift to Paris and then nearly boarded the train to Bonn in Germany.

Diverted just in time to the right platform, they finally reached Boulogne a week after they had set out on their walk. They had covered a distance of almost 1,700km without luggage, maps or any idea of where they were. When they arrived at Dover harbour, Mr Long said it was the first time they had travelled abroad and that they would not be leaving England again.

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SENTENCE TRANSFORMATIONS ◂◂ 31

examworkout

1 Look at these pairs of sentences. Correct the mistake in the second sentence of each pair. There is an example at the beginning (0).

0 They speak English and French in Canada. — SPOKEN
English and French *~~is spoken~~ are spoken* in Canada.

1 'Please don't leave your luggage unattended!' said the guide to the tourists. — TOLD
The guide *told the tourists not leave* the luggage unattended.

2 You won't know how the camcorder works if you don't read the manual carefully. — UNLESS
You won't know *how the camcorder works as long as* you read the manual carefully.

3 The last time I saw Jack was on Saturday. — SINCE
I *didn't see Jack since* Saturday.

4 They are still repairing my car. — REPAIRED
My car *is still* repaired.

5 John is taller than Mike. — TALL
Mike *is as tall as* John.

examtask

2 Read the following sentences about a holiday in Egypt. For each question, complete the second sentence so that it means the same as the first sentence, using the word given. Do not change the word given.

1 We spent a long time deciding where to go. — TOOK
It _____ to decide where to go.

2 It's been ages since we last went to Egypt. — BEEN
We _____ to Egypt for ages.

3 The sun shone every day. — WAS
It _____ every day.

4 I didn't expect it to be so hot! — THAN
It was _____ expected!

5 We could not swim in some parts of the sea. — ABLE
We _____ in some parts of the sea.

6 There was a nice spa centre in the hotel. — HAD
The hotel _____ nice spa centre.

7 The water in the swimming pool was too cold. — ENOUGH
The water in the swimming pool _____ .

8 There weren't very many diving centres around. — FEW
There _____ diving centres around.

9 'Please take sun lotion with you' said the guide to us. — TOLD
Our guide _____ sun lotion with us.

10 If you don't go to Egypt, you won 't see the Pyramids. — UNLESS
You _____ you go to Egypt.

TRUE/FALSE/NO INFORMATION ◂◂ 17

1 How was travelling in the past different from travelling now? Consider some of the following:

speed how often people travelled
where they went and why means of transport

examtask

2 CD 2·20 You are going to hear a grandfather telling his granddaughter about his travel experiences. Decide if the statements 1–5 are true (T), false (F) or there is no information (N).

1 The girl describes the weather in Ireland as hot and sunny.
2 The grandfather used to like flying.
3 At the time of the conversation, there are fast direct trains from Ireland to Spain.
4 *Grandpa's mother didn't have a driving licence.*
5 Air travel has been stopped for environmental reasons.

3 According to the author of the dialogue, what will travel look like in the future? Complete the sentences with the words from the box.

bikes cars planes transport trains

1 _____ will no longer be used.
2 There will be fewer or no _____.
3 People will use public _____ a lot.
4 There will be high-speed _____ across Europe.
5 _____ will also be popular.

4 Tick the statements in Exercise 3 which you think are true. Write two more sentences saying what you think transport will be like in the future. Compare your ideas in small groups.

5 CD 2·21 Listen again to this extract and fill in the gaps.

CHILD: Grandpa, did you ever [1]_____ an aeroplane?

GRANDPA: Yes, there were lots of [2]_____ airlines. If you booked your [3]_____ early enough, you got really cheap [4]_____ like thirty euros for a return ticket!

CHILD: Wow! Is flying exciting?

GRANDPA: Well, when you're taking [5]_____ and landing, yes, but I never liked it. There wasn't enough space for my legs and you wasted so much time at the [6]_____ – you had to get there two hours early to [7]_____ in, queue at the [8]_____ desk, wait in the [9]_____ lounge before [10]_____ the plane, wait for your luggage at the baggage reclaim when you arrived...

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SPEAKING 1

GENERAL CONVERSATION/ INDIVIDUAL LONG TURN ◂◂ 53

exam*workout*

1 Read the questions 1–8 and match them to beginnings of sample answers a–h.

1 Do you like travelling? Why/Why not?
2 Tell me about a memorable journey.
3 What sort of holiday accommodation do you like best?
4 Do you have any travel plans for the nearest holiday?
5 Tell me about your last holiday.
6 Do you prefer to travel with your parents, with friends or alone? Why?
7 Are you planning any time soon to go somewhere you haven't been yet?
8 Is there anything about travelling that you do not enjoy?

a I do like company when I travel, but I think I'd rather travel with...
b I really hate long-distance bus trips, they are slow and...
c I have been thinking of going to Nepal, which people say is...
d Last year I went to Egypt with my parents and it was...
e I prefer to stay in small and cosy bed & breakfasts...
f Yes, I am going to spend this holiday in Italy with...
g Yes, I really do, I really love it, because...
h Well, when I was fourteen I travelled to...

exam*task*

2 Work in pairs. Ask and answer the questions from Exercise 1. Student B asks questions 1–4; student A asks questions 5–8. Give answers that are true for you and say as much as you can.

3 Now swap roles and ask questions from Exercise 1 again.

4 Do the exam task below. When you finish, listen to your partner's version of the task.

Talk about holidays and travelling. Talk about:
- ways of spending holidays that you like
- people you travel with
- the most memorable place you have ever visited
- your plans for the next summer

SPEAKING 2

PHOTO DESCRIPTION ◂◂ 62

5 Look at page 169 and do exercises 1–5.

WRITING

POSTCARD ◂◂ 42

exam*workout*

1 Read the following exam task and a student's response to it. It is correct but a bit monotonous. Why?

You are on holidays in the mountains and you received a text message from your English friend:

Hi, I bet you are still travelling? I wish I could go on holiday now, I really need one! Where are you now? I hope the weather is all right? Let me know what the hotel and the local people are like! And don't forget to send me a postcard! ;o) Cheers, Jackie

Write a postcard to your friend answering all her questions.

Hi Jackie
I'm in the mountains. I'm having a really nice holiday. My room's very nice, and the views from the windows are really nice. The local people are always nice to us, the food's nice, and the weather has been nice ever since we came. Wish you were here!
Love,
Klara

2 Match the adjectives to the nouns they can describe.

1 friendly	a holiday
2 sunny	b room
3 delicious	c views
4 enjoyable	d people
5 spectacular	e food
6 comfortable	f weather

3 Complete these strong positive and negative adjectives.

It's... ☺	It's... ☹
FA _ _ _ ST _C!	DR_ _ _ F _ L!
WO_ D _R _ _ L!	AW _ _ L!
L _ V _ _Y!	HOP_ _ _ _ S!
BR _ _ _ I _ NT!	HO _ _ _ B _ E!

4 Now write an improved version of Klara's postcard.

exam*task*

5 Read the exam task below and write a postcard.

You are studying in the USA and decided to spend a weekend in New York. This is a part of an email you received from your English friends.

So you are in New York now?! How great! How did you get there? Are you travelling alone? We are very worried about you! You must write us a postcard! So what is the best thing about New York for you? Have you got any plans for the evening? Oh, we wish we were there with you!

Write a postcard to your friends answering all their questions.

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MEANS OF TRANSPORT

bicycle /ˈbaɪsɪkəl/
bike /baɪk/
boat /bəʊt/
bus /bʌs/
cab /kæb/
car /kɑ:/
coach /kəʊtʃ/
double decker /ˈdʌbəl dekə/
ferry /ˈferi/
lorry *(BrE)* /ˈlɒri/
minibus /ˈmɪnɪbʌs/
motorbike /ˈməʊtəbaɪk/
motorcycle /ˈməʊtəsaɪkəl/
plane /pleɪn/
subway *(AmE)* /ˈsʌbweɪ/
taxi /ˈtæksi/
train /treɪn/
truck *(AmE)* /trʌk/
underground /ʌndəˈgraʊnd/
van /væn/
yacht /jɒt/

TRAVELLING – GENERAL

arrival /əˈraɪvəl/
arrive at /əˈraɪv ət/
backpack /ˈbækpæk/
baggage /ˈbægɪdʒ/
business trip /ˈbɪznəs trɪp/
delayed /dɪˈleɪd/
depart /dɪˈpɑ:t/
departure /dɪˈpɑ:tʃə/
destination /destəˈneɪʃən/
excursion /ɪkˈskɜ:ʃən/
fare /feə/
hitchhike /ˈhɪtʃhaɪk/
invalid passport /ɪnˈvælɪd ˈpɑ:spɔ:t/
journey /ˈdʒɜ:ni/
left-luggage office /left ˈlʌgɪdʒ ˈɒfɪs/
luggage /ˈlʌgɪdʒ/
luggage trolley /ˈlʌgɪdʒ ˈtrɒli /
monthly ticket /ˈmʌnθli ˈtɪkɪt/
one-way ticket *(AmE)* /ˌwʌn ˈweɪ ˈtɪkɪt/
passenger /ˈpæsɪndʒə/
return ticket /rɪˈtɜ:n ˈtɪkɪt/
rucksack /ˈrʌksæk/
seat belts /si:t belts/
single ticket /ˈsɪŋgəl ˈtɪkɪt/
suitcase /ˈsu:tkeɪs/
ticket office /ˈtɪkɪt ˈɒfɪs/
timetable /ˈtaɪmteɪbəl/
tourist /ˈtʊərɪst/
trip /trɪp/
valid visa /ˈvælɪd ˈvi:zə/

AIR TRAVEL

airport /ˈeəpɔ:t/
baggage reclaim /ˈbægɪdʒ rɪˈkleɪm/
boarding card /ˈbɔ:dɪŋ kɑ:d/
boarding pass /ˈbɔ:dɪŋ ˈpɑ:s/
budget airline / ˈbʌdʒɪt ˈeəlaɪn/
cabin crew /ˈkæbɪn kru:/
charter flight /ˈtʃɑ:tə flaɪt/
check-in desk /tʃek ɪn desk/
departure lounge /dɪˈpɑ:tʃə laʊndʒ/
duty-free zone /ˈdju:ti fri: zəʊn/
flight /flaɪt/
flight attendant /flaɪt əˈtendənt/
gate /geɪt/
hand luggage /hænd ˈlʌgɪdʒ/
land /lænd/
runway /ˈrʌnweɪ/
take off /teɪk əf/
terminal /ˈtɜ:mɪnəl/

ROAD TRAVEL

be stuck in a traffic jam /bi stʌk ɪn ə ˈtræfɪk dʒæm/
brake /breɪk/
brakes /breɪks/
crossroads /ˈkrɒsrəʊdz/
drive /draɪv/
fine /faɪn/
flat tyre /flæt taɪə/
give sb a lift *(infml)* /gɪv ˈsʌmbɒdi ə lɪft/
highway *(AmE)* /ˈhaɪweɪ/
main road /meɪn rəʊd/
minor road /ˈmaɪnə rəʊd/
motorway *(BrE)* /ˈməʊtəweɪ/
petrol station /ˈpetrəl ˈsteɪʃən/
run out of petrol /rʌn əʊt əv ˈpetrəl/
speed limit /spi:d ˈlɪmɪt/
speeding /ˈspi:dɪŋ/
traffic /ˈtræfɪk/
traffic jam /ˈtræfɪk dʒæm/

RAIL TRAVEL

change trains /tʃeɪndʒ treɪns/
compartment /kəmˈpɑ:tmənt/
direct train /dəˈrekt treɪn/
express train /ɪkˈspres treɪn/
first class ticket /fɜ:st klɑ:s ˈtɪkɪt/
passenger train /ˈpæsɪndʒə treɪn/
platform /ˈplætfɔ:m/
railway /ˈreɪlweɪ/
railway company /ˈreɪlweɪ ˈkʌmpəni/
sleeping car /sli:pɪŋ kɑ:/
sleeping carriage /sli:pɪŋ ˈkærɪdʒ/

SEA TRAVEL

cabin /ˈkæbɪn/
cruise /kru:z/
harbour /ˈhɑ:bə/
port /pɔ:t/
sail /seɪl/
voyage /ˈvɔɪɪdʒ/

TRAVELLING ABROAD

cross the border /krɒs ðə ˈbɔ:də/
customs /ˈkʌstəmz/
customs officer /ˈkʌstəmz ˈɒfəsə/
exchange office /ɪksˈtʃeɪndʒ ˈɒfɪs/
foreign currency /ˈfɒrɪn ˈkʌrənsi/
immigration officer /ɪmɪˈgreɪʃən ˈɒfəsə/
passport control /ˈpɑ:spɔ:t kənˈtrəʊl/
visa /ˈvi:zə/

ACCOMMODATION

B&B /bi: ən bi:/
bed and breakfast /bed ən ˈbrekfəst/
campsite /ˈkæmpsaɪt/
caravan /ˈkærəvæn/
double room /ˈdʌbəl ru:m/
en suite /ɒn ˈswi:t/
guesthouse /ˈgesthaʊs/
including breakfast /ɪnˈklu:dɪŋ ˈbrekfəst/
lounge /laʊndʒ/
low-priced hotel /ləʊ praɪst həʊˈtel/
reception /rɪˈsepʃən/
receptionist /rɪˈsepʃənɪst/
single room /ˈsɪŋgəl ru:m/
suite /swi:t/
tent /tent/
twin room /twɪn ru:m/
twin-bedded room /twɪn ˈbedɪd ru:m/
youth hostel /ju:θ ˈhɒstl/

HOLIDAYS

go on holiday /gəʊ ən ˈhɒlədi/
holiday destination /ˈhɒlədi destəˈneɪʃən/
holiday resort /ˈhɒlədi rɪˈzɔ:t/
holidaymaker /ˈhɒlədiˌmeɪkə/
package holiday /ˈpækɪdʒˈhɒlədi/
souvenir /su:vəˈnɪə/
tourist agency /ˈtʊərɪst ˈeɪdʒənsi/
tourist attractions /ˈtʊərɪst əˈtrækʃns/
travel agent /ˈtrævəl ˈeɪdʒənt/

ACCIDENTS

break down /breɪk daʊn/
call an ambulance /kɔ:l ən ˈæmbjələns/
crash /kræʃ/
drive into a tree /draɪv ˈɪntə ə tri:/
emergency /ɪˈmɜ:dʒənsi/
emergency landing /ɪˈmɜ:dʒənsi ˈlændɪŋ/
emergency services /ɪˈmɜ:dʒənsi ˈsɜ:vɪsəs/
have an accident /həv ən ˈæksɪdənt/
life jacket /laɪf ˈdʒækɪt/
lifeboat /ˈlaɪfbəʊt/
rescue sb /ˈreskju: ˈsʌmbɒdi/
run sb over /rʌn ˈsʌmbɒdi ˈəʊvə/

USEFUL PHRASES

ask the way /ɑ:sk ðə ˈweɪ /
be on your way /bi: ən jə ˈweɪ/
board a boat /bɔ:d ə bəʊt/
board a ferry /bɔ:d ə ˈferi/
board a plane /bɔ:d ə pleɪn/
book a ticket online /bʊk ə ˈtɪkɪt ɒnˈlaɪn/
catch a train /kætʃ ə treɪn/
check in /tʃek ɪn/
check out /tʃek əʊt/
find your way /faɪnd jə ˈweɪ/
fully booked /ˈfʊli bʊkt/
get into the car /get ˈɪntə ðə kɑ:/
get lost /get lɒst/
get off /get əf/
get on /get ən/
get out of the car /get əʊt əv ðə kɑ:/
go backpacking /gəʊ ˈbækpækɪŋ/
go camping /gəʊ ˈkæmpɪŋ/
go for a ride /gəʊ fə(r) ə raɪd/
go for a walk /gəʊ fə(r) ə wɔ:k/
go hiking /gəʊ ˈhaɪkɪŋ/
go on foot /gəʊ ən fʊt/
go sightseeing /gəʊ ˈsaɪtsi:ɪŋ/
Have a safe trip! /həv ə seɪf trɪp/
make a reservation /meɪk ə rezəˈveɪʃən/
make a trip /meɪk ə trɪp/
make an excursion /meɪk ən ɪkˈskɜ:ʃən/
meet sb at the station /mi:t ˈsʌmbɒdi ət ðə ˈsteɪʃən/
miss your flight /mɪs jə flaɪt/
miss your plane /mɪs jə pleɪn/
see sb off /si: ˈsʌmbɒdi əf/
see the sights /si: ðə ˈsaɪts/
set off /set əf/
show sb the way /ʃəʊ ˈsʌmbɒdi ðə ˈweɪ/
stay at a hotel /steɪ ət ə həʊˈtel/
take a plane /teɪk ə pleɪn/
take a ride /teɪk ə raɪd/
take a train /teɪk ə treɪn/
take a walk /teɪk ə wɔ:k/
travel abroad /ˈtrævəl əˈbrɔ:d/
travel around the world /ˈtrævəl əˈraʊnd ðə wɜ:ld/
travel by bus /ˈtrævəl baɪ bʌs/
travel by train /ˈtrævəl baɪ treɪn/

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8 CULTURE AND FREE TIME

'It is not hard to understand modern art. If it hangs on a wall, it's a painting, and if you can walk around it, it's a sculpture.'

TOM STOPPARD (BRITISH PLAYWRIGHT, B.1937)

WORDBANK • PAGE 133

MUSIC

1 Complete the text about The Police with the words from the box.

album Awards band charts concert drums guitarist hit lyrics musicians release singer single songwriter tour

2 Write a similar text about a band you like.

LITERATURE

3 Complete the sentences with appropriate words.

1 I'm reading an exciting **n**_____ at the moment. The **p**_____ is very complicated, with a lot of dangerous adventures, but in the last **ch**_____ everything ends well.
2 The main **ch**_____ in Graham Greene's *The End of the Affair* is a writer who falls in love with a married woman.
3 *The Lord of the Rings* is a trilogy, which means it consists of three **v**_____.
4 Charles Dickens was a nineteenth-century English **n**_____.
5 William Shakespeare wrote about forty **p**_____; *Macbeth*, *Hamlet*, *King Lear* are among the best-known.
6 Czesław Miłosz was a Polish **p**_____ who won the **N**_____ **P**_____. He wrote more than ten volumes of **p**_____.
7 I'm reading a collection of **sh**_____ **s**_____ by Ernest Hemingway at the moment.
8 Ann likes reading **d**_____ **s**_____ by Agatha Christie.
9 I'm twenty years old and I still like the **f**_____ **t**_____ I used to read as a child: *Snow White and the Seven Dwarves*, *Cinderella*.
10 His latest book is a **b**_____ – it has sold more than 100,000 copies.

THEATRE

4 In what order do you do these things? Number the sentences 1–8.

___ Buy a **programme**.
___ Clap as the actors come on **stage** again at the end of the **show**.
___ Discuss the **performance** during the **interval**.
___ Find your **seats** and look at the **audience** to see if there are any friends.
___ Go to the **theatre**.
___ Phone the **box office** to book tickets.
___ Watch the first **act**.
___ Watch the rest of the **play**.

THE POLICE a very short history

1977 – The [1] _____ forms with Sting (Gordon Sumner) as [2] _____, bass [3] _____ and lead [4] _____, Andy Summers on guitar and Stewart Copeland on [5] _____ and percussion.
1977 – The Police release their first [6] _____, *Fall Out*
1978 – Their third single *Can't Stand Losing You* becomes a number one [7] _____.
1978 – Their first [8] _____ *Outlands d'Amour* is released.
1981 – *Every Breath You Take* stays at the top of the [9] _____ for four weeks in the UK and eight weeks in the USA. It is admired for both the music and the [10] _____.
1979–1984 – The Police [11] _____ five more albums and win six Grammy [12] _____
1984 – The Police give their last [13] _____ in Melbourne, after which all the [14] _____ follow their solo careers.
2007 – The Police come together for a [15] _____ of the world to mark the thirtieth anniversary of the release of the single *Roxanne*.

FILM

5 Match the types of films (1–8) with what happens in them (a–h).

1 thriller
2 romantic comedy
3 drama
4 musical
5 western
6 sci-fi film
7 documentary
8 horror

a Authentic shots of real events are shown, and real people talk about them.
b The plot is not as important as the songs and dancing.
c People face serious problems and have serious conversations about them.
d A brave sheriff fights alone against five gunmen.
e There's an exciting plot, usually about crime or spying, and a lot of suspense.
f Strange and very frightening things happen.
g Someone falls in love but there are two hours of silly adventures and funny dialogue before they are finally together.
h There are spaceships, aliens and lots of special effects.

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6 Complete the sentences with the verbs from the box. Use the verbs in the correct form.

direct dub release shoot star

1 In *Pirates of the Carribean*, Johny Depp _____ as Jack Sparrow.
2 They are _____ a film in our street! There are vans, lights, cameras and about a hundred people.
3 *E.T.* was _____ by Steven Spielberg.
4 The original *Star Wars* was _____ in 1977.
5 I don't like _____ films. I always watch the subtitled version.

7 Match the words with their definitions.

1 director
2 cast
3 audience
4 screenplay
5 adaptation
6 shot
7 acting
8 subtitles

a the people who are watching a film or play
b a film version of a book
c the way actors play their roles
d a single film sequence
e the translation of what is said in a foreign film which appears at the bottom of the screen
f all the actors in a film
g the creator of a film who instructs the actors and cameramen
h the text of a play or film

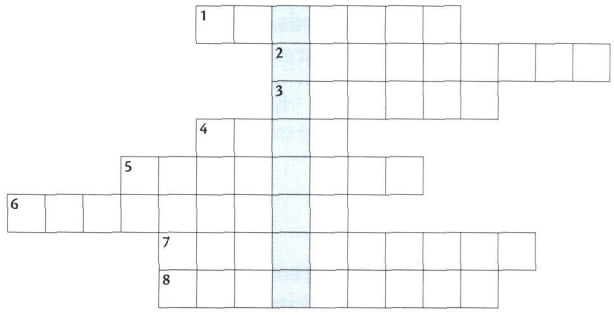
THE MEDIA

8 Complete the sentences with the names of TV programmes from the box.

cartoons live broadcasts of football matches quiz shows reality shows serials sitcoms soap operas talk shows the news

1 I only watch _____. I want to be informed about current affairs and I have no time for nonsense.
2 I watch a lot of _____ and _____. I'm always waiting for the next episode!
3 I like a good laugh. It helps me relax. I watch _____ a lot.
4 I enjoy watching _____. I can usually answer more of the questions than the people in the studio!
5 You can call me childish if you like – I love _____!
6 I often watch _____. It's interesting to hear the stories people tell.
7 For me, the best fun is watching _____ with friends, commenting on the game and shouting when our team scores.
8 I watch _____. I like voting on who should be thrown out and who should stay.

9 Fill in the crossword and find out what all the words have in common.



1 There's an interesting ___ in today's *Financial Times* about Hungarian workers in Britain.
2 Have you seen today's ___? There's been a terrible plane crash.
3 I'm very angry about this text. I think I'll write a letter to the ___ of this paper.
4 Excuse me. May I read your ___ of *The Times*? I didn't manage to get one today.
5 Jim is a ___ for the BBC. He's never at home – he has to go wherever things are happening.
6 There are about fifty women's ___ here. Which one do you want? *Elle*? *Cosmopolitan*?
7 My uncle always buys two daily ___ to compare what they write.
8 I always buy my *Economist* from the same ___.

VISUAL ARTS

10 Complete the text with appropriate words.

Art by Natalie Jones in the Old Town

An [1]**e**_____ of works by Natalie Jones will open at the Old Town Art [2]**G**_____ on the 5th of May. Natalie is a young [3]**p**_____ and [4]**s**_____. This show includes her latest oil [5]**p**_____ (landscapes and portraits) and pencil [6]**d**_____, as well as [7]**s**_____ in wood and stone, among them the famous *Black Princess*, described by critics as a true [8]**m**_____. On Saturday the 7th of May Natalie's [9]**s**_____ will be open to visitors, giving the public the rare opportunity to see the artist at work.

USEFUL PHRASES

11 Complete each phrase with one word in the right form.

1 *The Quiet American* by Graham Greene _____ the story of a British reporter in Vietnam.
2 In 1975, *One Flew Over The Cuckoo's Nest* was _____ into a film starring Jack Nicholson.
3 The novel *The Three Musketeers* is _____ in seventeenth-century France.
4 Roman Polański's *The Pianist* is _____ on a true story.
5 The action _____ place in Warsaw during World War II.
6 I'd recommend this film. It's definitely _____ seeing.
7 Let's check what's _____ at the cinema today. Have you got the paper?
8 When I was nine years old, I _____ the part of Pumba in a school production of *The Lion King*.

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LISTENING 1

MATCHING ◂◂ 18

1 **Write down three words connected with each of these areas of culture.**

literature art music film television

examtask

2 **CD 2·24 You are going to hear 5 teenagers talking about their favourite kinds of entertainment. Match the speakers 1–5 to the statements A–F. There is one extra statement that you do not need to use.**

A I got interested in this area through another person.
B My hobby causes some conflicts at home.
C I'd like to invite you to come to an event.
D I've got an expensive way of spending my free time.
E I like a school subject that's connected with my interest.
F I share an interest with my parents.

1 Darren
2 Jessica
3 Tanya
4 Scott
5 Fiona

3 **Stand up and talk to five people in your class. Ask and answer these questions.**

- Do you like taking photos? If yes, what do you photograph most often?
- Can you play an instrument? How long have you been playing it?
- Do you fight for the remote control with your family? Which programmes does each of you like watching?
- Do you like reading? What do you read?
- Would you like to work in film-making? What would you like to do?

4 **Work in pairs. Follow the instructions.**

a Tell each other which area of culture you are most interested in:

art photography books music film theatre TV

b Write three to four questions to ask your partner about his/her interest.
c Ask each other your questions.
d Tell the class what you learned about your partner.

READING 1

TRUE/FALSE ◂◂ 23

1 **Look at the photo. What's unusual about the painting? Do you like it?**

examtask

2 **Read the following text about pavement art. Decide if the statements 1–6 are true (T) or false (F).**

1 The picture of Batman and Robin was painted on a burning house.
2 Julian's pictures seem real only if you look at them from one side.
3 Julian photographs his drawings because he worries people will damage them.
4 People often stop to watch Julian draw.
5 Julian only makes one type of art.
6 Julian disagrees with some traditional ideas about art.

artWEE

art for the people

I was walking along a quiet city street when suddenly I saw the most amazing thing: three young women were standing on a narrow window ledge on the top of a building which was on fire. Below them Batman and Robin were climbing up a rope to save them as a crowd of people stood and stared. What was really strange was that everything seemed to be happening in a large hole in the pavement in front of me. I couldn't believe my eyes. It took me a few seconds to realise it wasn't real; it was a work of art.

The man responsible for it was Julian Beever, a British artist known as the 'pavement Picasso' who has been drawing his colourful masterpieces in cities around the world since the 1990s. Julian uses a method called 'anamorphosis' to create his wonderful drawings in three dimensions. It's a question of perspective: from one side the 3D illusion is perfect, but from the other side the drawing makes no sense.

Julian draws in chalk, so his work is vulnerable to the weather: if it rains, the drawings disappear. It's hard work and it can take up to three days to complete a drawing, so Julian always checks the weather forecast very carefully. His final goal is to take a photograph of his creation before it gets washed away. However, sometimes Julian has to wash off his own unfinished drawings because he hasn't received permission to use the public pavement as his canvas.

The process of making the drawings is really worth seeing, so Julian often has an audience. In some ways he's a street performer, and the spectators enjoy the show as much as the end result.

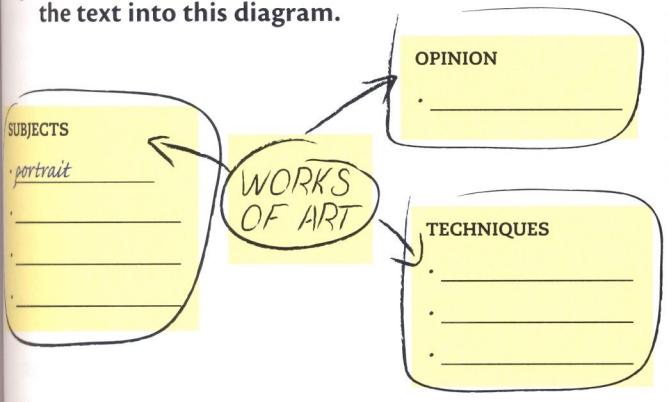
He does 2D drawings, too: portraits of famous people like Princess Diana or Bill Clinton, copies of old masters, and self-portraits. And also wall

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3 **In pairs, ask and answer these questions.**

- Do you like Julian Beever's idea of street drawings? Would you like to see more of them?
- Do you agree that 'Art shouldn't be locked away in galleries'? Why? Why not?
- Would you like to make pavement drawings or graffiti yourself? What would you draw?

4 **Put the highlighted words from the text into this diagram.**



murals, collages and oil paintings (both landscapes and still lifes).

Julian's work shows that you don't need to work in a studio to be an artist, and that you don't need a frame for every painting. He firmly believes that art shouldn't be locked away in galleries, libraries and glossy art books. 'My art is for anybody, it's for people who wouldn't go into an art gallery. It's art for the people.'



WORD BUILDING ◂◂38

1 **Ask and answer the questions with your partner.**

- What kind(s) of music do you enjoy listening to?
- When and where do you usually listen to music?
- How much time do you spend listening to music?

examtask

2 **Read the following text about an interesting social experiment. Use the words in brackets to form one word for each gap 1–9.**

SUBWAY MUSIC IN WASHINGTON DC

Most of us who live in a city know what it means to spend 30 minutes in the subway [1] ____ (**rush**) through corridors and then trying to get into terribly [2] ____ (**crowd**) trains. Well, this guy and this morning was [3] ____ (**difference**). He stopped at one of the entrances to the station and played six [4] ____ (**beauty**) Bach pieces for about 45 minutes. Three minutes after he started, a man noticed him and stopped for a few seconds. A minute later the [5] ____ (**music**) received his first one dollar tip. The person who was most [6] ____ (**interest**) was a 3-year-old boy, who really wanted to listen. His mother didn't let him stay very long, either.

In the 45 minutes, 1,097 people passed by and only six stopped. The [7] ____ (**violin**) collected 32 dollars. When he finished playing, nobody noticed and nobody knew that he was Joshua Bell, one of the best soloists in the world. He was playing a violin worth 3.5 million dollars and had played in a concert two days before where people paid an average of 100 dollars for their seats.

The aim of this real-life experiment was twofold. Can we notice beauty in an everyday place and at a rather [8] ____ (**usual**) hour? Do we recognize genius in an [9] ____ (**expect**) situation? And the most troubling question of all: if we miss Joshua Bell playing Bach just because we are not in Carnegie Hall, how many other things do we miss? ■

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LISTENING

MULTIPLE CHOICE ◂◂ 14

examworkout

1 CD 2·25 **Listen to a father talking about role-playing games (RPG). For questions 1 and 2, choose the correct answer. Think of the recording as a whole, not individual sentences. Consider the following:**

tone of voice phrases expressing opinion
phrases expressing agreement/disagreement

1 **The speaker**
- A thinks role-playing games are dangerous.
- B likes role-playing games.
- C accepts role-playing games.

2 **The speaker mentions other parents to show that**
- A other people think like him.
- B he disagrees with them.
- C role-playing games are harmful.

2 **Read the tapescript on page 223. Underline the parts which helped you answer the questions.**

examtask

3 CD 2·26 **You are going to hear a person talking about entertainment. For questions 1–6, choose the correct answer A–C.**

1 **The speaker mentions a lot of free-time activities because**
- A he enjoys them all.
- B he doesn't enjoy any of them.
- C he wants to show how tolerant he is.

2 **His girlfriend's father**
- A sells newspapers for a living.
- B is addicted to the news.
- C never leaves his house.

3 **The speaker is fed up because**
- A people criticise him for playing video games.
- B he's getting older.
- C he doesn't know what to do in his free time.

4 **He says video games are played mainly by**
- A teenagers.
- B adults aged between 24 and 44.
- C people under the age of 27.

5 **He argues that to play video games you need more intelligence than you do to**
- A go to the opera.
- B go to the theatre.
- C watch TV.

6 **He thinks adults should**
- A be proud of liking video games.
- B be ashamed of liking video games.
- C tell everyone to play video games.

READING

MATCHING ◂◂ 26

1 **Work in small groups. Do you know anything about these four film directors? Have you seen any of their films?**

- Martin Scorsese
- Francis Ford Coppola
- Woody Allen
- Spike Lee

examtask

2 **Read the following text about famous directors. Match the directors A–D to the statements 1–6. Some directors match more than one statement.**

1 He moved to a different city when he was young.
2 He grew up in a dangerous neighbourhood.
3 The characters in his films say funny things.
4 He made a film about a war.
5 He often stars in his own films.
6 He explained why he makes controversial films.

3 **What makes a good film? Tick (✓) the things that are important to you, and add your own ideas.**

- fast action
- an interesting plot
- good acting
- amusing dialogue
- interesting relationships between characters
- romance
- a social or ethical problem to think about
- special effects
- beautiful shots
- good music
- ...?

4 **Prepare to talk about a film you like. Use these sentences.**

A film I like is [*title*]_____, starring _____. It was directed by _____. It is set in _____. The main characters are _____. He/She/They [*what happens to them?*] _____. I like the film because _____.

5 **Work in pairs. Imagine you are going to the cinema together. Have a conversation using these prompts.**

A AND B: Remember some of the films that are on at the moment.

A: Say which film you would like to see and why.

B: Disagree and say why. Say which film you would like to see.

A: Suggest a compromise.

B: Agree.

LANGUAGE & CULTURE

Use the Present Simple tense to narrate what happens in a film: *The hero* ***comes*** *back home and* ***discovers***...

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More than Hollywood

If you find Hollywood movies too commercial, what about the great New York directors? Each of them has his own style, but they have three things in common: their films are deeper and more serious than typical Hollywood productions, they often show the city of New York, and none of the four is a 'white Anglo-Saxon' American!

A

Martin Scorsese was born into a family of Sicilian immigrants, in an area of New York dominated by the Mafia. As a child he witnessed a lot of crime and brutality, which he later portrayed in his films. They are usually set in New York, and the characters are, as a reviewer once wrote, 'the kind of people you wouldn't want to know.' He often casts Italian-American actors Robert De Niro (*Taxi Driver*, *Goodfellas*) and Leonardo DiCaprio (*The Aviator*, *The Departed*). Scorsese's films were sometimes criticised for the violence they contain. The director himself says: 'All right, but that's the reality I see.' In 2007 he finally won an Oscar® for *The Departed*.

B

Francis Ford Coppola also comes from an Italian-American background. The picture that brought him fame was *The Godfather* (1972), the story of a Mafia family; it also made Al Pacino a star. Two years later, with *The Godfather II* Coppola became one of only five directors ever to win Oscars® for Best Picture, Best Director and Best Screenplay for the same movie. His most ambitious film is *Apocalypse Now*, a Vietnam War epic inspired by Joseph Conrad's novel *Heart of Darkness*.

C

Comedy director and actor **Woody Allen**, whose real name is Allan Stewart Königsberg, comes from a New York Jewish family. A typical Allen comedy (such as *Annie Hall* or *Manhattan*) is both set and shot in New York, contains lots of amusing dialogue and features a typical hero, played by the director himself: the intellectual 'urban neurotic.' The black-and-white shots of New York in *Manhattan* have become part of cinema history.

D

Spike Lee was born in Atlanta, Georgia – not a good place to be for an ambitious young black man in the 1950s. At a very early age he moved to New York. Initially he made films about the lives and problems of African Americans, such as *Do the Right Thing* and *Malcolm X*. His first movie with a white main character, played by Edward Norton, was *25th Hour* (2002). It was also the first feature film to include spectacular shots of Ground Zero, where the World Trade Centre used to stand.



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SPEAKING 1

DISCUSSION ◂◂ 56

examworkout

1 Read the exam task below and do exercises a-b.

Look at a list of different roles culture (music, film, theatre, fine art) can play in people's lives. Discuss their importance and say what role culture plays in your life.
- entertainment
- social role
- relaxation
- education

a Use the phrases from the box to complete the gaps 1–7 in paragraphs A–C. There are two extra phrases that you do not need.

in fact *I believe that* *All in all* *for example*
seems to me that it *What I mean is that*
For that reason *To sum it up* *That's why*

A Well, [1]_____ this might well be the most important role that culture plays in our lives. It helps people get together, inspire each other and share ideas. [2]_____ I think it's the most important one here – it help us make up the society we live in.

B It [3]_____ is just like travelling, it broadens you horizons and promotes understading of other nations, helps you see the world from a different perspective. [4]_____ – it makes learning much more fun, which is, [5]_____, quite important.

C It helps you unwind after work, get the stress out of your system. You don't even have to leave your cozy home, you can, [6]_____, watch a DVD or read a book and maybe even play computer games. [7]_____ it just calms you down and makes you forget all your worries.

b Read the paragraphs A–C again and match each of them to the correct bullet point in the exam task.

examtask

2 Work in pairs and do the exam task below.

Look at a list of different roles that television can play in people's lives. Discuss their importance and say what role television plays in your life.
- entertainment
- social role
- relaxation
- education

SPEAKING 2

PHOTO DESCRIPTION ◂◂ 62

3 Look at page 170 and do exercises 1–4.

WRITING

INVITATION ◂◂ 44

examworkout

1 Read these two invitations and answer questions 1 about each of them.

Dear Parent:

The Headmaster, staff and students of Isaac Newton school request the pleasure of your company at the annual Year 12 Art Exhibition on June 5th, 2008, starting at 3.00 p.m. in the Old Hall.

Guest of Honour: The Head of the College of Fine Arts

RSVP

Dear Grandma,
We're holding an exhibition of all the art produced by Year 12 students this school year. It will open on June 5th in the big hall at our school and five of my watercolours are going to be in it. I would be very happy if you could come and see it. Chris will drive you if you wish.
There will be drinks and snacks afterwards!
Love,
Sally

1 Who is the invitation from?
2 Who is the invitation addressed to?
3 What is the event?
4 What additional information is given?
5 How are the two invitations different?
6 In both texts, underline the phrases used to invite.

2 Complete the following names of cultural events.
- a c _ _ c _ _ t of rock/classical music
- an art/ film/theatre/dance f _ _ t _ _ _l
- a p _ _ f _ _ _ _ _ _e of *Macbeth*
- an e _ _ _ b _ _ _ _n of paintings/photos/design by...

examtask

3 Read the exam task below and write an invitation.

Your language school is organising an exhibition of photos taken by students on a recent trip to London. The exhibition is opening on Friday at 5 pm in the school cafeteria. Write an invitation to your friend in which you will:
- ask him/her to go with you to the exhibition
- give some information about the exhibition

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General terms

acting /ˈæktɪŋ/
artist /ˈɑːtɪst/
create /kriˈeɪt/
creation /kriˈeɪʃən/
dialogue /ˈdaɪəlɒg/
entertainment /entəˈteɪnmənt/
hero /ˈhɪərəʊ/
heroine /ˈherəʊɪn/
main character /meɪn ˈkærəktə/
plot /plɒt/
recommend sth /rekəˈmend ˈsʌmθɪŋ/
review /rɪˈvjuː/
reviewer /rɪˈvjuːə/

Music

album /ˈælbəm/
award /əˈwɔːd/
ballet /ˈbæleɪ/
band /bænd/
charts /ˈtʃɑːts/
classical music /ˈklæsɪkəl ˈmjuːzɪk/
compose /kəmˈpəʊz/
composer /kəmˈpəʊzə/
concert /ˈkɒnsət/
concert hall /ˈkɒnsət hɔːl/
conduct /kənˈdʌkt/
conductor /kənˈdʌktə/
drums /drʌmz/
folk music /fəʊk ˈmjuːzɪk/
group /gruːp/
guitar /gɪˈtɑː/
guitarist /gɪˈtɑːrəst/
lyrics /ˈlɪrɪks/
modern music /ˈmɒdn ˈmjuːzɪk/
musical /ˈmjuːzɪkəl/
musician /mjuːˈzɪʃən/
number one hit /ˈnʌmbə wən hɪt/
opera /ˈɒpərə/
orchestra /ˈɔːkəstrə/
piano /piˈænəʊ/
piece of music /piːs əv ˈmjuːzɪk/
play an instrument /pleɪ ən ˈɪnstrəmənt/
record /ˈrekɔːd/
release a single /rɪˈliːs ə ˈsɪŋgəl/
sing /sɪŋ/
singer /ˈsɪŋə/
song /sɒŋ/
songwriter /ˈsɒŋraɪtə/
tour /tʊə/

Literature

bestseller /bestˈselə/
chapter /ˈtʃæptə/
collection of short stories /kəˈlekʃən əv ʃɔːt ˈstɔːriz/
crime story /kraɪm ˈstɔːri/
detective story /dɪˈtektɪv ˈstɔːri/
fairy tale /ˈfeəri teɪl/
fiction /ˈfɪkʃən/
Nobel Prize /nəʊˈbel praɪz/
non-fiction /nɒn ˈfɪkʃən/
novel /ˈnɒvəl/
novelist /ˈnɒvəlɪst/
poem /ˈpəʊɪm/
poet /ˈpəʊɪt/
poetry /ˈpəʊətri/
short story /ʃɔːt ˈstɔːri/
volume /ˈvɒljuːm/
writer /ˈraɪtə/

Theatre

act *(n)* /ækt/
applaud /əˈplɔːd/
box office /bɒks ˈɒfəs/
interval /ˈɪntəvəl/
performance /pəˈfɔːməns/
play *(n)* /pleɪ/
programme /ˈprəʊgræm/
seat /siːt/
show /ʃəʊ/
stage /steɪdʒ/
theatre /ˈθɪətə/

Film

Academy Award /əˈkædəmi əˈwɔːd/
act /ækt/
action film /ˈækʃən fɪlm/
adaptation /ædæpˈteɪʃən/
adventure film /ədˈventʃə fɪlm/
appear /əˈpɪə/
audience /ˈɔːdiəns/
blockbuster /ˈblɒkbʌstə/
cameraman /ˈkæmərəmən/
cartoon /kɑːˈtuːn/
cast /kɑːst/
cinema /ˈsɪnəmə/
comedy /ˈkɒmədi/
direct /dəˈrekt/
director /dəˈrektə/
disaster movie /dɪˈzɑːstə ˈmuːvi/
documentary /dɒkjəˈmentəri/
dub /dʌb/
dubbed /dʌbd/
dubbing /dʌbɪŋ/
feature film /ˈfiːtʃə fɪlm/
film /fɪlm/
horror /ˈhɒrə/
leading role /ˈliːdɪŋ rəʊl/
love story /lʌv ˈstɔːri/
main role /meɪn rəʊl/
make a film /meɪk ə fɪlm/
make-up artist /meɪkʌp ˈɑːtɪst/
movie /ˈmuːvi/
Oscar® /ˈɑːskər/
picture /ˈpɪktʃə/
producer /prəˈdjuːsə/
production /prəˈdʌkʃən/
psychological drama /saɪkəˈlɒdʒɪkəl ˈdrɑːmə/
romantic comedy /rəʊˈmæntɪk ˈkɒmədi/
science fiction /ˈsaɪəns ˈfɪkʃən/
sci-fi /saɪ ˈfaɪ/
screenplay /ˈskriːnpleɪ/
shoot /ʃuːt/
soundtrack /ˈsaʊndtræk/
special effects /ˈspeʃəl ɪˈfekts/
star in a film /stɑː ɪn ə fɪlm/
subtitled /ˈsʌbtaɪtəld/
subtitles /ˈsʌbtaɪtlz/
thriller /ˈθrɪlə/
viewer /ˈvjuːə/
war drama /wɔː ˈdrɑːmə/
western /ˈwestən/

The media

article /ˈɑːtɪkəl/
cable TV /ˈkeɪbəl tiː viː/
chat show /tʃæt ʃəʊ/
copy /ˈkɒpi/
daily paper /ˈdeɪli ˈpeɪpə/
editor /ˈedɪtə/
episode /ˈepəsəʊd/
game show /geɪm ʃəʊ/
glossy magazine /ˈglɒsi mægəˈziːn/
headline /ˈhedlaɪn/
interview /ˈɪntəvjuː/
journalist /ˈdʒɜːnəlɪst/
letter to the editor /ˈletə tə ðə ˈedɪtə/
live broadcast /laɪv ˈbrɔːdkɑːst/
local press /ˈləʊkəl pres/
monthly magazine /ˈmʌnθli mægəˈziːn/
national press /ˈnæʃənəl pres/
newsagent /ˈnjuːzeɪdʒənt/
newspaper /ˈnjuːspeɪpə/
paper /ˈpeɪpə/
presenter /prɪˈzentə/
quiz show /kwɪz ʃəʊ/
reality TV /riˈæləti tiː viː/
remote control /rɪˈməʊt kənˈtrəʊl/
report /rɪˈpɔːt/
reporter /rɪˈpɔːtə/
satellite TV /ˈsætəlaɪt tiː viː/
serial /ˈsɪəriəl/
sitcom /ˈsɪtkɒm/
soap opera /səʊp ˈɒpərə/
Sunday paper /ˈsʌndi ˈpeɪpə/
talk show /tɔːk ʃəʊ/
talk-show host /tɔːk ʃəʊ həʊst/
television /ˈteləvɪʒən/
TV channel /tiː viː ˈtʃænl/
TV studio /tiː viː ˈstjuːdiəʊ/
viewer /vjuːə/
weekly magazine /wiːkli mægəˈziːn/

Visual arts

art book /ɑːt bʊk/
art festival /ɑːt ˈfestəvəl/
art gallery /ɑːt ˈgæləri/
background /ˈbækgraʊnd/
collage /ˈkɒlɑːʒ/
design /dɪˈzaɪn/
designer /dɪˈzaɪnə/
draw in chalk /drɔː ɪn tʃɔːk/
draw in charcoal /drɔː ɪn ˈtʃɑːkəʊl/
draw in pencil /drɔː ɪn ˈpensəl/
drawing /ˈdrɔːɪŋ/
exhibition /eksəˈbɪʃən/
graphic arts /ˈgræfɪk ɑːts/
landscape /ˈlændskeɪp/
masterpiece /ˈmɑːstəpiːs/
mural /ˈmjʊərəl/
museum /mjuːˈziəm/
oil painting /ɔɪl ˈpeɪntɪŋ/
paint /peɪnt/
painter /peɪntə/
painting /peɪntɪŋ/
perspective /pəˈspektɪv/
photographer /fəˈtɒgrəfə/
photography /fəˈtɒgrəfi/
piece of art /piːs əv ɑːt/
portrait /ˈpɔːtrɪt/
sculpt /skʌlpt/
sculptor /ˈskʌlptə/
sculpture /ˈskʌlptʃə/
self-portrait /self ˈpɔːtrɪt/
sketch /sketʃ/
still life /stɪl laɪf/
studio /ˈstjuːdiəʊ/
take photographs /teɪk ˈfəʊtəgraːfs/
work of art /wɜːk əv ɑːt/

Useful phrases

based on a book /beɪst ən ə bʊk/
based on a true story /beɪst ən ə truː ˈstɔːri/
It has been made into a film /ɪt əz biːn meɪd ɪntə ə fɪlm/
it's worth seeing /ɪts wɜːθ ˈsiːɪŋ/
play the part of /pleɪ ðə paːt əv/
play the role of /pleɪ ðə rəʊl əv/
the book is set in... /ðə bʊk ɪs set ɪn/
the film tells the story of... /ðə fɪlm telz ðə ˈstɔːri əv/
what's on /wɒts ən/

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9 SPORT

'Many continentals think life is a game; the English think cricket is a game.'

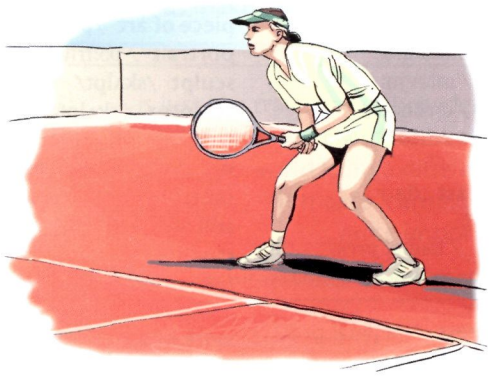
GEORGE MIKES (HUNGARIAN-BRITISH HUMOROUS WRITER, 1912–1987)



1 _____



2 _____



3 _____



4 _____

WORDBANK • PAGE 141

SPORTS

1 **Label the pictures with names of sports.**

2 **Add two more sports to each category.**

individual sports: marathon, _____ _____

outdoor sports: rollerblading, _____ _____

winter sports: skating, _____ _____

indoor sports: table tennis, _____ _____

water sports: sailing, _____ _____

combat sports: fencing, _____ _____

team sports: basketball, _____ _____

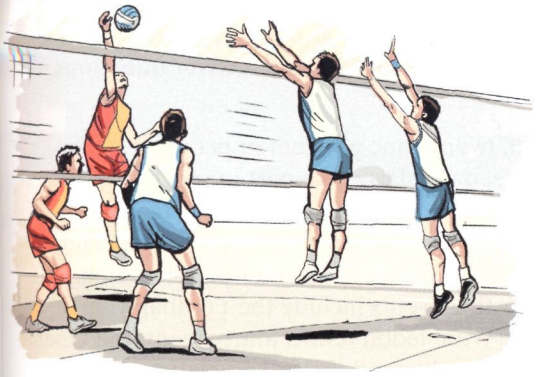
EQUIPMENT PLACES

3 **For each box, choose the sport word which goes with *all* the words. Find at least five of the things in the pictures in Exercise 1.**

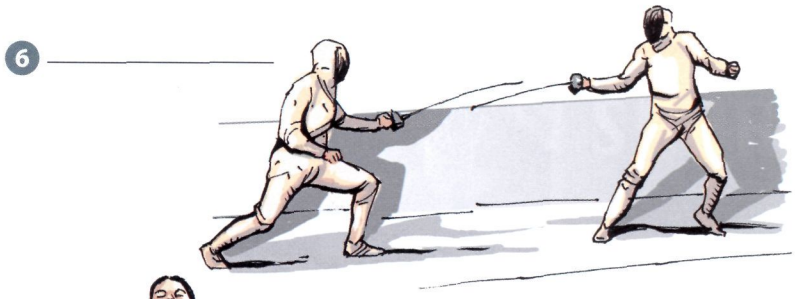
football ski swimming tennis

1 _____	boots poles suit lift slope	2 _____	costume trunks cap goggles pool
3 _____	shoes balls racket court	4 _____	boots shirt kit pitch fan

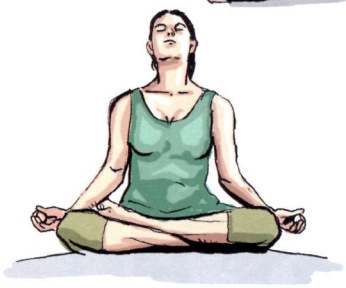
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5 _____



6 _____



8 _____

7 _____



4 Complete the sentences with names of places.

1 We play football on a _____.
2 We play basketball, volleyball and tennis on a _____.
3 We go skating on a _____.
4 Runners run and cars race along a _____.
5 We work out at the _____.
6 People watch big sports events in a _____.

PEOPLE

5 Complete the table.

SPORT	SPORTSPERSON
RUNNING	
SKIING	
SKI JUMP	
SAILING	
TENNIS	
HOCKEY	
FOOTBALL	
BASKETBALL	
CYCLING	
ATHLETICS	

6 Match the clues 1–8 with the people a–h.

1 The person who controls the game e.g. in football and can give a penalty.
2 Someone who is watching a sports event.
3 A sportsman or woman, especially one who runs or jumps.
4 The leader of a sports team.
5 He or she helps sports people practise and prepare for competitions.
6 Someone who's come first in an important sports competition.
7 A supporter of a team.
8 The footballer whose job is to catch the ball.

a athlete
b captain
c champion
d coach
e fan
f goalkeeper
g referee
h spectator

USEFUL PHRASES

7 Put the names of sports in the right columns. Tick the ones that you do.

football yoga swimming aerobics tennis badminton rollerblading skateboarding squash cycling karate skiing basketball aikido athletics

GO	PLAY	DO

8 Work in pairs. Tell your partner about the sports you do.

I play table tennis every day...

9 Match the collocating words.

1 do
2 set
3 score
4 win

a a goal
b a match
c sports
d a record

10 Complete the sentences with the collocations from Exercise 9. Use the verbs in appropriate forms.

1 In 2000 in Sydney Australian swimmer Ian Thorpe _____ a new world _____ in the men's 400 metres freestyle. He broke it himself a year later!
2 Liverpool _____ the _____ 3:1.
3 Chris is very fit and athletic. He _____ a lot of _____.
4 In the first half, Ronaldinho _____ two _____.

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LISTENING 1

MATCHING ◂◂ 18



1 **Not everybody agrees what is and isn't a sport. What do you think? Read this list and circle the activities you believe are 'real' sports. Say why.**

figure skating dancing diving gymnastics chess darts bridge car racing shooting golf yoga

examtask

2 **CD 2·27** **You are going to hear a discussion about the definition of sport. Match the speakers 1–6 to the statements A–G. There is one extra statement that you do not need to use.**

Which person...

A thinks sport should be healthy?
B mentions the cost of doing sports?
C is not very proud of his/her country's achievements in sport?
D says measurable, objective results are important?
E mentions a local sportsperson as an example?
F believes sport and smoking don't go together?
G thinks what you wear is important?

1 Dan
2 Sue
3 Billy
4 Malcolm
5 Tina
6 Ken

3 **Which of these statements from the recording do you agree with? Why? Compare your answers in pairs.**

- A sport is something that needs physical effort and is good for your health.
- If you have judges who give subjective marks, then it isn't a sport. But if you can actually measure or time the results, then it is.
- It's not a sport if you can smoke when you're playing.
- It can't be a sport if you can play it in ordinary shoes.
- Nowadays sports shoes are ordinary shoes.

4 **Work in pairs or small groups. Write your own definition of sport.**

READING 1

MATCHING ◂◂ 26

examworkout

1 **Read the following text and answer questions a–b.**

In Britain, twenty-one per cent of people over the age of sixteen regularly take part in sport or exercise. Walking is the most popular physical activity, followed by swimming, exercising at the gym, and cycling. Football is the sport most people watch. Major sporting events include the Football Cup Final, The Wimbledon tennis tournament, the Open Golf championship and the Grand National, which is a horserace. Cricket and rugby are also popular.

a In your own words, say what the paragraph is about.
b Which of these titles is most appropriate for the paragraph? Explain why.

A Sporting events in Britain
B The British and sport
C What sports does an average Brit do?

examtask

2 **Read the following text about memorable moments in sport. Match the headings A–H to the paragraphs 1–6. There are two extra headings that you do not need to use.**

A A memorable triumph
B Couldn't cross the line
C Difficult penalty
D Last minute loss
E Mechanical failure
F Thanks, Dad
G Too easy to score
H Walk, don't run!

3 **Complete the sentences with the highlighted phrases from the text. Change the form of the verb if necessary.**

1 My uncle promised me a ticket for one of the _____ matches for my birthday in 2010. I can't wait!
2 The American athlete Michael Johnson has won a total of nine gold medals in _____.
3 In the 2007 Champions League _____ Milan beat Manchester in great style and went on to beat Liverpool in the final.
4 In the 1986 World Cup quarter-final Diego Maradona used his hand to _____.
5 The Dutch racing driver Arie Luyendyk _____ the Indianapolis 500 car _____ with a record average speed of 299.307 km/h.

4 **Think of a dramatic moment in sport that you experienced or saw. Prepare to talk about it using the following questions.**

- What was the event?
- Who took part in it?
- What was the situation at first?
- What happened then?
- How did it end?
- How did you (or the player) feel?

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HEARTBREAKING MOMENTS IN SPORT

1

Nigel Mansell was leading the 1986 Formula One drivers' championship by six points from Alain Prost. Only nineteen laps before the end of the final race of the season, Mansell was in third position. If he stayed in third, he would win the title for the first time. Just then, one of the tyres of his Williams car exploded. Prost won the race and the title by one point.

2

As she entered the athletics stadium in the final of the women's 20km walk at the 2000 Sydney Olympics, Australian Jane Saville was in the lead. She was sure to win the gold medal. But then an official stepped forward to disqualify her for having both feet off the ground at one point in the race. Saville began screaming: 'No, not me!' When asked what she wanted, she replied: 'A gun to shoot myself.'

3

In May 2000, Calais, an amateur football team from the fourth division, played first division Nantes in the final of the French Cup. Apart from the Nantes fans, everyone in France was supporting Calais. Just before half-time Calais scored a goal. Early in the second half Nantes equalised. Then, in the final minute of the match, the referee gave Nantes a soft penalty. The ball hit the goalkeeper's knee and bounced into the net. Calais had lost.

4

1992. The Olympic 400m semi-final in Barcelona. Derek Redmond felt good. He had helped the British 4x400m relay team to victory at the world championships. Now, after years of suffering from injuries, he was in great physical condition and felt he had a good chance of winning Olympic gold. The race started, but Derek pulled a muscle. Desperately, he tried to continue running. 'I told myself I had to finish. Then, I felt a hand on my shoulder.' It was his father, Jim. 70,000 people stood and cheered and Derek cried as his father helped him finish the race.

5

The 1991 World Cup semi-final against England was the hardest game Scotland's rugby captain Gavin Hastings ever played in. Late in the second half, with the score 6-6, Scotland had a penalty in front of the posts. Hastings had already scored two more difficult penalties. If he succeeded, Scotland would go three points ahead. Surprisingly he missed it. Nobody in the ground could believe it. A few minutes later England scored and won the game.

6

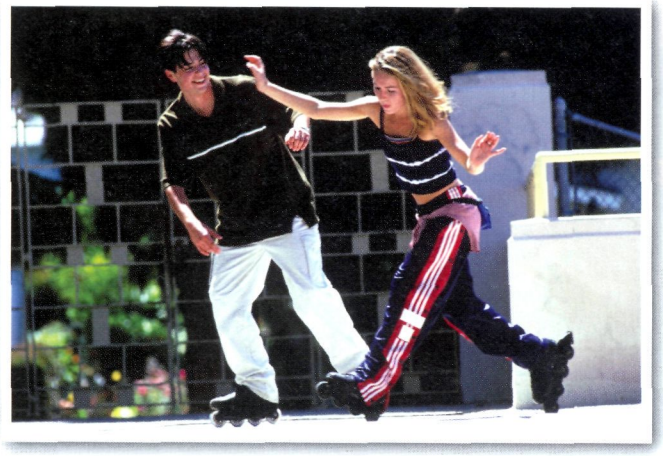
At the 1954 Vancouver marathon Englishman Jim Peters ran into the stadium an amazing seventeen minutes ahead of his nearest rival. After twenty-six miles in the heat, he was certain to win. But the crowd's cheers died as the exhausted athlete fell onto the track. For eleven dramatic minutes, Peters tried to finish the race, but 200 metres from the end he fell for the last time. When he woke up in hospital, he thought he'd won.



Derek Redmond of Great Britain is helped towards the finish line by his father after suffering an injury in the 400m semi-final at the Barcelona Olympic Games in Spain.

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TRUE/FALSE/NO INFORMATION ◂◂17



1 **Describe the photo and answer the questions:**

- Which sport do you enjoy most?
- Which sport do you think is best for your health?
- Which sport is good if you want to lose weight?

examtask

2 **CD 2·28 You are going to hear a conversation between Megan and her doctor. Decide if the statements 1–6 are true (T), false (F) or there is no information (N).**

1 Megan dislikes the sports she has to do at school.
2 Megan doesn't enjoy winter sports.
3 The doctor thinks Megan should do a sport which will help her to lose weight.
4 The doctor has played rugby.
5 The doctor tries to persuade Megan to take up rollerblading.
6 Megan's friend is very good at rollerblading.

3 **Work in pairs. List one to three ideas for appropriate sports for each of the following people:**

- A grandma who wants to stay fit and healthy.
- An overweight twelve-year old boy who hates all sports, except on TV.
- A writer who spends whole days writing in his study. He is rather unfit and a bit lonely.
- A young woman who works in an office. At the end of the day she can't stand looking at people!
- A university student with no money.

4 **Work in pairs and follow the instructions.**

STUDENT A
You are a fitness instructor. Advise B which sport to choose.

STUDENT B
You are one of the people listed in Exercise 3.

MULTIPLE CHOICE ◂◂34

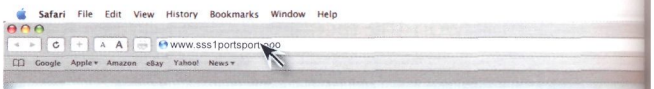
1 **With your partner, discuss which sports you think are:**

- the most exciting to do
- the most exciting to watch.

Don't forget to give reasons.

examtask

2 **Read the following article about a football match that ended in an unexpected way. For gaps 1–8 choose the correct answer A–D.**



THE STRANGEST FOOTBALL MATCH EVER

Why is football so popular all around the world? It's fast, there are great passes, and the most memorable thing of all: the goals that the teams score [1]___ each other. However, in a 1994 Caribbean Cup match [2]___ Barbados and Grenada this logic was turned upside down.

It was the last match in the group and Barbados [3]___ only reach the final if they beat Grenada by two goals. According to the rules, if the match was a draw, the teams had to play extra time, where a golden goal would count as two goals.

Until about seven minutes before the end of the game Barbados led 2–0, but then Grenada scored. The result of 2:1 was enough for Barbados to [4]___ say goodbye to the Cup. But with one or two minutes remaining, one of the players from Barbados [5]___ that it was getting very difficult to score against the other team, so he shot the ball past his own goalkeeper instead, making the score 2:2. Now it was Grenada's turn to score – at either end of the field! The really funny thing was that now the Barbadians [6]___ defending both goals – and, believe it or not, they managed [7]___ it!

Finally, in the fourth minute of extra time Barbados scored the golden goal they so much wanted and got into [8]___ final. 'This game was too confusing. My players didn't even know which way to attack,' the Grenada manager said.

1 A against	B with	C for	D to
2 A of	B among	C with	D between
3 A can	B could	C should	D might
4 A must	B had to	C have to	D can
5 A decided	B decide	C did decide	D deciding
6 A had	B was	C have	D were
7 A to do	B doing	C did	D do
8 A Ø	B the	C a	D some

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MULTIPLE CHOICE ◂◂24

1 Think of a sport you like. Tell another student about it using the following questions.

- How many people play?
- How long does a game last?
- Where do they play?
- What equipment do they use?
- What do they do?
- Who wins?

examtask

2 Read the following text about a new sport. For questions 1–5 choose the correct answer A–D.

1 **According to the author, the main difference between boxing and chess is that**
- A one is dangerous and the other isn't.
- B one requires intelligence and the other strength.
- C only one of them is an Olympic sport.
- D they are played by different kinds of people.

2 **A chessboxing match consists of**
- A four six-minute rounds of chess and two five-minute rounds of boxing.
- B five two-minute rounds of boxing and six four-minute rounds of chess.
- C five four-minute rounds of boxing and six two-minute rounds of chess.
- D six two-minute rounds of chess and five four-minute rounds of boxing.

3 **If the chess match ends in a stalemate and the boxing in a draw,**
- A the winner is the player with black chess pieces.
- B the winner is the player with most points.
- C there is no winner.
- D there is extra time.

4 **The idea of chessboxing came from**
- A Bulgaria.
- B people who liked both chess and boxing.
- C a science fiction story.
- D the World Chess Boxing Organisation.

5 **The author thinks that**
- A it is unlikely that chessboxing will become an Olympic sport.
- B it is crazy to mix different sports disciplines.
- C the modern triathlon is another example of a strange discipline.
- D combinations of sports that once seemed strange are now accepted.

3 Work in pairs. Invent another 'hybrid' sport. Describe it using these prompts:

Our hybrid sport is called _____. It is a combination of _____ and _____. It is played like this: [*describe what happens in a game*] _____. The winner is the person who _____.



CHESSBOXING

Brian Godwin investigates a brand new sport

It's hard to think of two competitions so completely different as chess and boxing. In one you rely on your mental skill, in the other you need physical strength. However, thinking and fighting, brain and muscle, have come together in a new hybrid sport: chessboxing.

The way it works is this: two opponents play a round of chess, which lasts four minutes. After a one-minute break, there is a two-minute round of boxing, and then another round of chess, and so on. Presumably, the contestants are allowed to take off their boxing gloves to move their chess pieces. In total, there are eleven rounds, five of boxing and six of chess. You win at chess if you get a checkmate or if your opponent goes over the twelve-minute time limit; you win at boxing if you knock out your opponent or if the referee decides you've won. And in either chess or boxing, you win if your opponent gives up. If the chess match is a stalemate*, the boxer with most points wins. If the boxing also ends in a draw, the chess player with the black pieces wins. Apparently, it's fascinating to watch.

The original idea comes from a 1990s sci-fi comic book called *Froid-Équator*, in which the inhabitants of a distant planet compete in various games, including chessboxing. The first contests took place in 2003, and two years later Bulgarian 'Tigertad' Titschko won the first European Heavyweight Championship in front of hundreds of cheering spectators. The champion beat his opponent in the ninth round of the chess match.

The motto of the World Chess Boxing Organisation is 'Fighting is done in the ring – Wars are waged on the board.' They want to get chessboxing into the 2016 Olympic Games. If you think that sounds unlikely, remember that when the first modern triathlon took place in 1974, it seemed crazy to mix up long-distance running, swimming and cycling. And yet, at the 2000 Sydney Games the triathlon became an Olympic sport.

Could this be the start of lots of new hybrid sports? How about sumo wrestling and figure skating? Golf-sailing with floating balls? Marathon-poker? Perhaps you can think of more. I must admit I find it very hard to think of any combination stranger than chess and boxing.

*stalemate – a position in chess in which neither player can win

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SPEAKING

SITUATIONAL ROLEPLAY ◂◂ 58

exam*workout*

1 To do the exam task in Exercise 2, you will have to make suggestions, reject and accept ideas. Match the phrases 1–10 to the following functions:

A Suggesting
B Disagreeing/Rejecting an idea
C Accepting an idea



exam*task*

2 In pairs, roleplay the situation below. One of you is the candidate, the other plays the role of the examiner.

You are a member of the school committee. Your school is being visited by students from England and you are preparing an international sports day for them. The other committee members would like to organise a boxing match, a cricket game and a marathon. You think that these competitions are not very safe and that only few students would like to participate in them. Explain your opinion and suggest other activities.

3 Now swap the roles and roleplay the situation again.

WRITING

INFORMAL LETTER ◂◂ 49

exam*workout*

1 Read the exam task in Exercise 2 and do preparation exercises a–b.

a Match the beginnings 1–12 to the endings a–l. Tick the ones that you could use to do the exam task in Exercise 2.

1 Thanks a lot for the invitation,
2 Are you out of your mind?!
3 How about registering for
4 Thanks for writing, it's
5 I'd rather play some racket games,
6 I'm not fit enough to run such a long distance and
7 Oh come on, you must be foolish to think
8 Maybe we could go on
9 Forget about sports, let's go to the cinema and
10 Sorry but I don't really have enough time
11 Thanks for the email, it was
12 There is a local tennis tournament,

a a bike trip to the countryside?
b a cross-country run instead?
c a pleasant surprise!
d grab a bite to eat later on, how's that?
e I am definitely not going to do this crazy thing.
f I don't really enjoy running in the city.
g it is very nice that you thought of me.
h like tennis or squash.
i nice to hear from you!
j that I will run in this marathon.
k to answer your silly emails.
l why don't we register for that?

b Match the sentences you have chosen to correct bullet points in the exam task.

exam*task*

2 Read the exam task below and write an email.

You have received an email from your English friend who would like you to run in the summer marathon with her. You don't really want to take part in the marathon. Write her an email in which you will:
- thank her for writing to you
- refuse the invitation politely
- explain why you don't want to take part in the marathon
- suggest a different sports event you could both take part in

Start your email like this: *Hi Tracy,*

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Sports

20 km walk /ˈtwenti kɪləmiːtə wɔːk/
aerobics /eəˈrəʊbɪks/
archer /ˈɑːtʃə/
archery /ˈɑːtʃəri/
athletics /æθˈletɪks/
badminton /ˈbædmɪntən/
baseball /ˈbeɪsbɔːl/
basketball /ˈbɑːskətbɔːl/
boxer /ˈbɒksə/
boxing /ˈbɒksɪŋ/
bridge /brɪdʒ/
car racing /kaː ˈreɪsɪŋ/
chess /tʃes/
combat sports /ˈkɒmbæt spɔːts/
cricket /ˈkrɪkɪt/
cycling /ˈsaɪklɪŋ/
dancing /dənsɪŋ/
darts /daːts/
discus throwing /ˈdɪskəs θrəʊɪŋ/
diver /ˈdaɪvə/
diving /ˈdaɪvɪŋ/
fencer /ˈfensə/
fencing /ˈfensɪŋ/
figure skating /ˈfɪgə ˈskeɪtɪŋ/
football /ˈfʊtbɔːl/
golf /gɒlf/
golfer /ˈgɒlfə/
gymnast /ˈdʒɪmnæst/
gymnastics /dʒɪmˈnæstɪks/
hammer throwing /ˈhæmə θrəʊɪŋ/
high jump /haɪ dʒʌmp/
hockey /ˈhɒki/
horseracing /ˈhɔːs reɪsɪŋ/
individual sports /ɪndəˈvɪdʒʊəl spɔːts/
indoor sports /ˈɪndɔː spɔːts/
javelin /ˈdʒævəlɪn/
judo /ˈdʒuːdəʊ/
jumper /dʒʌmp/
long jump /lɒŋ dʒʌmp/
long-distance running /lɒŋ ˈdɪstəns ˈrʌnɪŋ/
marathon /ˈmærəθən/
marathon runner /ˈmærəθən ˈrʌnə/
outdoor sports /aʊtˈdɔː spɔːts/
race /reɪs/
relay race /riːˈleɪ reɪs/
rollerblades /rəʊləbleɪdz/
rollerblading /rəʊləbleɪdɪŋ/
rugby /ˈrʌgbi/
run /rʌn/
runner /ˈrʌnə/
sailing /ˈseɪlɪŋ/
skateboard /ˈskeɪtbɔːd/
skateboarding /ˈskeɪtbɔːdɪŋ/
skater /ˈskeɪtə/
ski jumping /skiː dʒʌmpɪŋ/
skier /ˈskiːə/
skiing /ˈskiːɪŋ/
ski-jumper /skiː dʒʌmpə/
soccer *(AmE)* /ˈsɒkə/
speed skating /spiːd ˈskeɪtɪŋ/
sprint /sprɪnt/
sprinter /ˈsprɪntə/
squash /skwɒʃ/
swimmer /ˈswɪmə/
swimming /ˈswɪmɪŋ/
table tennis /teɪbəl ˈtenɪs/
team sports /tiːm spɔːts/
tennis /ˈtenɪs/
volleyball /ˈvɒlibɔːl/
water sports /ˈwɔːtə spɔːts/
weightlifter /ˈweɪtlɪftə/
weightlifting /ˈweɪtlɪftɪŋ/
windsurfer /ˈwɪndsɜːfə/
windsurfing /ˈwɪndsɜːfɪŋ/
wrestler /ˈreslə/
wrestling /ˈreslɪŋ/
yoga /ˈjəʊgə/

Equipment

ball /bɔːl/
boxing gloves /ˈbɒksɪŋ glʌvz/
chess pieces /tʃes piːsəs/
football boots /ˈfʊtbɔːl buːts/
football kit /ˈfʊtbɔːl kɪt/
goal /gəʊl/
helmet /ˈhelmɪt/
ice skates /aɪs ˈskeɪts/
net /net/
ski boots /skiː buːts/
ski poles /skiː pəʊls/
ski suit /skiː suːt/
swimming cap /ˈswɪmɪŋ kæp/
swimming costume /ˈswɪmɪŋ ˈkɒstjʊm/
swimming goggles /ˈswɪmɪŋ ˈgɒgəlz/
swimming trunks /ˈswɪmɪŋ trʌŋks/
tennis racket /ˈtenɪs ˈrækɪt/
tracksuit /ˈtræksuːt/
trainers /treɪnəs/

Places

boxing ring /ˈbɒksɪŋ rɪŋ/
court /kɔːt/
field /fiːld/
football ground /ˈfʊtbɔːl graʊnd/
football pitch /ˈfʊtbɔːl pɪtʃ/
gym /dʒɪm/
gymnasium /dʒɪmˈneɪziəm/
ice rink /aɪs rɪŋk/
skating rink /ˈskeɪtɪŋ rɪŋk/
ski slope /skiː sləʊp/
stadium /ˈsteɪdiəm/
stand /stænd/
swimming pool /ˈswɪmɪŋ puːl/
track /træk/

People

amateur /ˈamətə/
athlete /ˈæθliːt/
captain /ˈkæptɪn/
champion /ˈtʃæmpiən/
coach /kəʊtʃ/
crowd /kraʊd/
fan /fæn/
goalkeeper /ˈgəʊlkiːpə/
opponent /əˈpəʊnənt/
professional /prəˈfeʃənəl/
referee /refəˈriː/
rival /ˈraɪvəl/
spectator /spekˈteɪtə/
supporter /səˈpɔːtə/
team /tiːm/

Other

attack /əˈtæk/
beat /biːt/
bronze medal /brɒnz ˈmedl/
cheer /tʃɪə/
compete /kəmˈpiːt/
competition /kɒmpəˈtɪʃən/
contest /ˈkɒntest/
contestant /ˈkɒntestənt/
defend /dɪˈfend/
disqualify /dɪsˈkwɒlɪfaɪ/
doping /ˈdəʊpɪŋ/
draw /drɔː/
drug tests /drʌg tests/
European championships /jʊərəˈpiːən ˈtʃæmpiənʃɪps/
fight /faɪt/
final /ˈfaɪnəl/
first division /fɜːst dəˈvɪʒən/
first half /fɜːst hɑːf/
game /geɪm/
give up /gɪv ʌp/
gold medal /gəʊld ˈmedl/
half-time /hɑːf taɪm/
kick /kɪk/
knock sb out /nɒk ˈsʌmbɒdi aʊt/
match /mætʃ/
Olympic games /əˈlɪmpɪk geɪmz/
Olympic sport /əˈlɪmpɪk spɔːt/
Olympics /əˈlɪmpɪks/
penalty /ˈpenlti/
points /pɔɪnts/
practice *(n)* /ˈpræktɪs/
practise *(v)* /ˈpræktɪs/
qualify /ˈkwɒlɪfaɪ/
round /ˈraʊnd/
score /skɔː/
second half /sekənd hɑːf/
semi-final /semiˈfaɪnl/
silver medal /ˈsɪlvə ˈmedl/
support /səˈpɔːt/
tournament /ˈtʊənəmənt/
train /treɪn/
victory /ˈvɪktəri/
world championships /wɜːld ˈtʃæmpiənʃɪps/
world cup /wɜːld kʌp/

Useful phrases

be in the lead /bi ɪn ðə liːd/
break a record /breɪk ə ˈrekɔːd/
do a sport /duː ə spɔːt/
do aerobics /duː eəˈrəʊbɪks/
do athletics /duː æθˈletɪks/
do karate /duː kəˈrɑːti/
do yoga /duː ˈjəʊgə/
equal a record /ˈiːkwəl ə ˈrekɔːd/
go cycling /gəʊ ˈsaɪklɪŋ/
go rollerblading /gəʊ rəʊləbleɪdɪŋ/
go swimming /gəʊ ˈswɪmɪŋ/
lose a game /luːz ə geɪm/
lose a match /luːz ə mætʃ/
miss the goal /mɪs ðə gəʊl/
play bridge /pleɪ brɪdʒ/
play football /pleɪ ˈfʊtbɔːl/
play tennis /pleɪ ˈtenɪs/
score a goal /skɔː ə gəʊl/
score a point / skɔː ə pɔɪnt/
set a record /set ə ˈrekɔːd/
take up a sport /teɪk ʌp ə spɔːt/
throw the hammer /θrəʊ ðə ˈhæmə/
turn professional /tɜːn prəˈfeʃənəl/
win a game /wɪn ə geɪm/
win a race /wɪn ə reɪs/
work out at the gym /wɜːk aʊt ət ðə dʒɪm/

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10 HEALTH

'The only way to keep your health is to eat what you don't wa drink what you don't like and do what you'd rather not.'

MARK TWAIN (AMERICAN SATIRICAL WRITER, 1835–1910)



WORDBANK • PAGE 149

ILLNESSES, INJURIES, SYMPTOMS

1 Match the illnesses and injuries to the pictures.

1 backache
2 broken arm
3 headache
4 stomachache
5 twisted ankle
6 toothache

2 Put the words from the box into the categories below.

cancer broken ribs heart disease sprained wrist pneumonia stroke flu

ILLNESSES	INJURIES

3 Complete Tim's description of how he is feeling.

I'm a bit poorly. I must have caught a [1]**c**_____. I've been [2]**s**_____ing and [3]**c**_____ing all day and I think I've got a bit of a [4]**f**_____ as well – I feel very hot.



4 Match the words to make two-word nouns.

1 food
2 sore
3 runny
4 upset
5 heart
a nose
b stomach
c attack
d throat
e poisoning

5 Match the words to the explanations.

1 Someone who is **ill**...
2 Someone who is **injured**...
3 Someone who is **disabled**...
4 Someone who is **blind**...
5 Someone who is **deaf**...
6 Someone who is **hard of hearing**...
7 Someone who is **short-sighted**...

a can't see.
b can't hear well.
c can't hear at all.
d can't use a part of their body completely or easily as a result of illness or injury.
e is suffering from a disease.
f has been hurt in an accident.
g can't see well.

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Organs of the body

6 Complete the text with names of organs of the body. The first letter has been given.

1 To have strong **b**_____, you should drink plenty of milk.
2 He works out at the gym every day to build up big **m**_____.
3 Running is good for your **h**_____.
4 Pneumonia is a disease of the **l**_____.
5 Alcohol is bad for your **l**_____.
6 He fell off a tree and broke his **s**_____.
7 You shouldn't take these pills on an empty **s**_____.

Treatment

7 Circle the correct verbs.

1 The doctor *examined / treated / cured* him but found nothing wrong.
2 She was *examined / treated / cured* with a new drug, but it didn't help her.
3 Many types of cancer can now be *examined / treated / cured* completely if they are diagnosed early.

8 Complete the leaflet with the words from the box.

herbs injections pills surgery vaccine X-ray

CHOOSE ALTERNATIVE MEDICINE

Panchamahabhutas
Holistic Medicine Association

Do you like going to the doctor's? If you're ill, you'll be given disgusting [1]_____ and painful [2]_____.
You'll be told to have an [3]_____, which means harmful radiation going through your body. If you're seriously ill, they'll say you need [4]_____ – in other words, cutting up! And even if you're perfectly fine, they'll give you a [5]_____ so that you don't get ill in future!
Forget all that – all you need is a healthy diet and some [6]_____.

Health care

9 Match the words with their definitions.

People

1 A nurse	a performs operations.
2 A dentist	b is an ill person in hospital.
3 A specialist	c looks after ill people.
4 A surgeon	d looks after your teeth.
5 A patient	e knows a lot about one area of medicine.

Places

1 A section of a hospital is called a	a surgery.
2 If you need medical advice, you go to a	b pharmacy.
3 A doctor sees his patients in his	c ward.
4 You can buy medicine at a	d health centre.

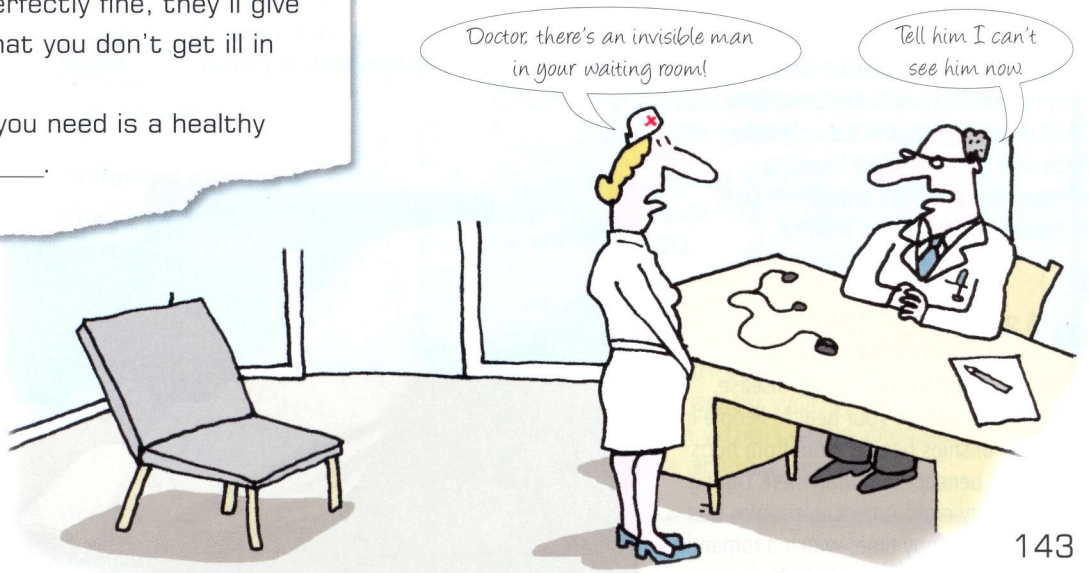
Useful phrases

10 Complete the sentences with the correct prepositions.

1 Our neighbour suffers _____ heart disease.
2 Walt Disney died _____ lung cancer as a result of smoking.
3 Many famous musicians of the 1960s were addicted _____ drugs.
4 I'm allergic _____ milk. I can't eat ice cream!
5 Ann had really bad pneumonia last winter, but she recovered _____ it completely.
6 They operated _____ him last night and he's already getting better.
7 My granddad is seventy, but he's still _____ good shape.
8 I've been studying too hard and not exercising. I'm _____ of shape.
9 I've got a bad pain _____ my left leg.

11 Complete the sentences with the correct verbs.

1 You really should _____ a doctor about this pain in your chest.
2 Hello? I'd like to _____ an appointment to see Doctor Wheeler, please.
3 I'm going to _____ your temperature now.
4 Let me _____ your blood pressure.
5 What do you do to _____ fit?



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MATCHING ◂◂26

1 Match the words 1–6 to the explanations a–f.

1 A nap
2 Treatment
3 Obesity
4 To hug
5 A gene
6 Sight

a is the ability to see.
b carries one piece of genetic information.
c is a short sleep.
d is something that is done to cure an ill person.
e is being seriously overweight.
f is to hold someone in your arms.

examtask

2 Read the text below. Match the headings A–H to the paragraphs 1–6. There are two extra headings that you do not need to use.

A Bionic Eyes
B Close your eyes and live longer
C Eat me, cure me
D Eat more fish
E Gym Pill
F How far can *you* walk?
G Love can help your heart
H New cure for sleeplessness

3 In pairs, ask each other the following questions.

- Which of the new treatments described in the text do you think is the most useful? Why?
- What other drug or treatment would you like to see invented? Why?

I'd like to see...
- a cure for _____
- a vaccine against _____
- something to help people with _____

4 Find three synonyms of 'sickness' in the text. They are used in these collocations:

1 heart-related **i**_____
2 heart **d**_____
3 skin **c**_____

NEW SCIENCE INVESTIGATIONS

1

A short nap after lunch may reduce your chances of suffering a heart attack. In a medical study in Greece, people who took a half-hour siesta at least three times a week were thirty-seven per cent less likely to die from heart-related illnesses. For working men, the result was even more dramatic: a sixty-four per cent reduction. The explanation could be that siestas reduce stress, one of the most common causes of heart disease.

2

There is a new treatment for skin conditions: a hot bath with hundreds of tiny toothless fish. 'Doctor fish' from Turkey eat dead and diseased cells, treating the symptoms of various illnesses of the skin. It does not hurt and the only side-effects may be some slight bleeding. Unfortunately, it is not a permanent cure. The results last only a few months.

3

A study into the effects of hugging has shown that hugs lower blood pressure, reduce the risk of heart disease, and generally improve your health. People in loving relationships benefit more from hugs. And women benefit more than men. During the study, thirty-eight American couples had to talk about a happy time, watch a romantic movie, and hug for twenty seconds.

4

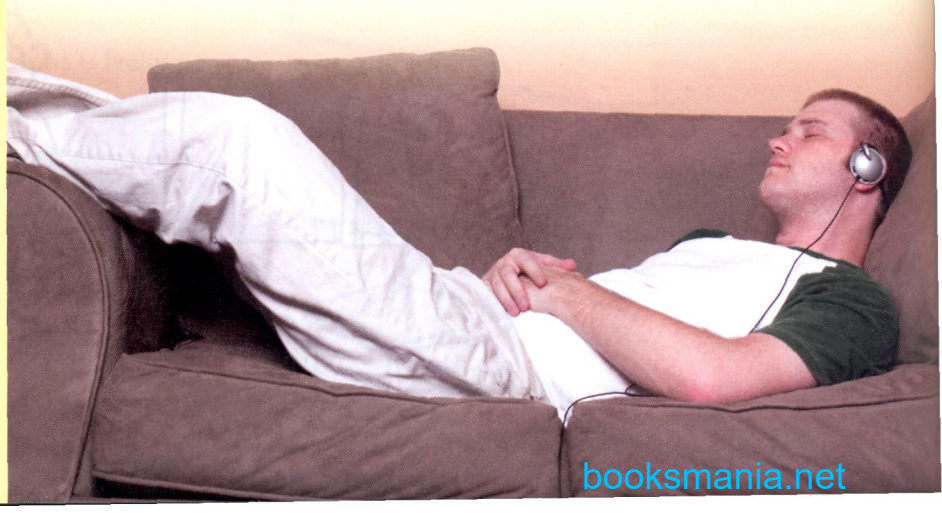
Childhood obesity is a growing problem in the UK. In response to this, the British Government is to give 45,000 free pedometers to thousands of overweight children to help them become fitter. It is hoped the pedometers, which count the steps you take, will encourage the children to take more exercise and lose weight. In trials, the average number of steps taken by children rose from 8,355 to 13,939 per day.

5

A new drug that turns on a gene which burns body fat could lead to a new medicine that imitates physical exercise, allowing you to become thinner without effort. Mice on the drug lost weight even though they did no exercise and ate a high-fat diet. The aim is to create a medicine for people suffering from obesity, rather than a pill which lets you eat too much while staying thin.

6

Millions of blind people could regain their sight thanks to a new invention being tested in the USA. A tiny camera which sits on a pair of glasses sends optical information to electrodes in the eye. This happens in real time, allowing patients to distinguish lights, shapes and movement. It could be available within two years.



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LISTENING 1

MULTIPLE CHOICE ◂◂ 14

1 Which of these medical procedures do you dislike? Which ones are OK?

- being examined
- having your blood pressure taken
- injections
- blood tests
- X-rays
- taking pills

examtask

2 CD 2·29 You are going to hear a conversation about health between a father and his two children. For questions 1–6, choose the correct answer A–C.

1 **Where are the characters?**
- A In a hospital.
- B In a doctor's surgery.
- C At home.

2 **Which symptom does the father NOT say he's got?**
- A A headache.
- B Vomiting.
- C A sore throat.

3 **Which procedures do the children perform on their dad?**
- A They take his blood pressure and his temperature.
- B They give him an injection and an X-ray.
- C They carry out an operation.

4 **What is Paul's diagnosis?**
- A The flu.
- B Food poisoning.
- C He's not certain.

5 **Paul tells his father to**
- A take some pills.
- B go home and lie down.
- C go to a health centre for some tests.

6 **Why does Elisa start crying?**
- A She doesn't want to play any longer.
- B She imagines her father dying.
- C She wants to be the doctor, not the nurse.

3 In pairs, ask each other the following questions.

- What should a good doctor be like?
- What should a good nurse be like?

USE OF ENGLISH

OPEN CLOZE ◂◂ 36

1 How do you avoid stress in everyday life? List three ideas. Compare ideas in small groups.

examtask

2 Read the following article about reducing stress. Some words are missing from the text. Complete the gaps 1–9 with one word.

STRESS REDUCERS

Are you stressed? Well, don't worry. We have asked the experts [1] _____ their advice and searched the internet for ideas and here are [2] _____ best ideas that you can use easily and immediately to make your life [3] _____ relaxing and healthier.

- Get up fifteen minutes earlier so that, when all those little problems happen in the morning, you will [4] _____ fifteen extra minutes to sort them out.
- Forgetting things [5] _____ be stressful so write down everything that you have to remember. Keep a diary, write notes on a wall calendar or use electronic reminders.
- Take a book wherever you go. Don't get impatient in queues, read and relax.
- Look for the positives in any problems. If the train [6] _____ late, don't worry, enjoy the rest at the station.
- Unplug your phone. There probably won't be an emergency during the half hour that you are in the bath or watching [7] _____ favourite TV programme so you can safely make sure that you aren't disturbed.
- Do the unpleasant things first. That way, the rest of the day will be more enjoyable and free of worries.
- Change your appearance in some way. [8] _____ you look good, you'll feel good.
- Try to find relaxed friends. Two worriers together will just make each [9] _____ even more stressed.

Now you know how easy it is to be more relaxed, there is no reason why you can't reduce the stress in your life. Of course, that is unless you enjoy worrying and rushing around, in which case please ignore the above advice.

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MULTIPLE CHOICE ◂◂24

examworkout

1 Read the text and answer the multiple-choice questions.

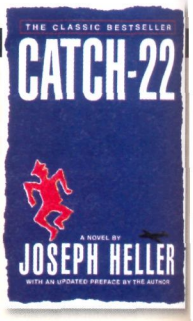
Possibly the most famous novel set in a hospital is *One Flew Over The Cuckoo's Nest* by Ken Kesey, which takes place in a mental institution. The ward is run by cold, authoritarian Nurse Ratched, who neither has respect nor sympathy for the patients and simply wants to control them. The routine is disturbed by the arrival of Randle McMurphy, a loud, fun-loving man, who has been moved to the hospital from prison. McMurphy challenges the Nurse's authority. His behaviour encourages the other patients, previously too frightened to be themselves, to do the same. The conflict intensifies to a dramatic climax. Kesey convincingly presents his view that the 'mentally ill' are in fact people who have been pushed out by society because they did not fit the conventional ideas of how they should behave.

1 McMurphy
- A disturbs the other patients.
- B makes the other patients feel frightened.
- C shows the other patients they could act differently.
- D gets into conflict with the other patients.

2 Ken Kesey believes that mentally ill people
- A have conventional ideas.
- B hate conventional ideas.
- C are pushed around by unfeeling people.
- D are different from the way others want them to be.

2 Compare the use of the underlined words in the text and the words in the answers. Why are the answers containing those words incorrect?

LANGUAGE & CULTURE



Catch-22, written by Joseph Heller in 1961, is a satirical novel set in Italy during World War II. The main character, Captain Yossarian, a pilot in the United States Air Force, has flown too many combat missions and would like to stop. But there is a hidden problem, a *catch*: You can only get out of flying if you are crazy. However, if you say you don't want to fly any more, it proves that you are *not* crazy, so you have to continue flying. That's catch 22. *Catch-22* was made into a film by director Mike Nichols in 1970.

examtask

3 Read the following fragment of *Catch* 22. For questions 1–6 choose the correct answer A–D.

1 The doctors were annoyed because
- A they didn't know what was wrong with Yossarian.
- B Yossarian pretended to be ill.
- C Yossarian behaved impatiently.
- D Yossarian refused to take the pills.

2 Nurse Duckett disliked Yossarian
- A but most other nurses didn't.
- B and so did all the nurses.
- C because he was rude to her.
- D because she was an unpleasant person.

3 Yossarian
- A told the doctors he was feeling worse.
- B didn't tell the doctors he was better.
- C made himself ill on purpose.
- D never spoke to the doctors.

4 How did Yossarian feel about being in hospital?
- A He was happy to be there.
- B He was impatient to get out.
- C He disliked the staff.
- D He missed his friends.

5 It was easy for Yossarian to stay on in the hospital because
- A the doctors were interested in his case.
- B he was seriously ill.
- C he had an unusually high temperature.
- D it was comfortable.

6 Yossarian wrote letters about going on a dangerous mission
- A in order to appear brave.
- B because he had volunteered to go.
- C so that people would think he was dead and leave him alone.
- D without mentioning why.

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CHAPTER 1

Yossarian was in the hospital with a pain in his liver that fell just short of being jaundice. The doctors were puzzled by the fact that it wasn't quite jaundice. If it became jaundice, they could treat it. If it didn't become jaundice and went away, they could discharge him. But this just being short of jaundice all the time confused them.

Each morning they came around, three brisk and serious men with efficient mouths and inefficient eyes, accompanied by brisk and serious Nurse Duckett, one of the ward nurses who didn't like Yossarian. They read the chart at the foot of the bed and asked impatiently about the pain. They seemed irritated when he told them it was exactly the same.

'Still no movement?' the full colonel demanded.

The doctors exchanged a look when he shook his head.

'Give him another pill.'

Nurse Duckett made a note to give Yossarian another pill, and the four of them moved along to the next bed. None of the nurses liked Yossarian. Actually, the pain in his liver had gone away, but Yossarian didn't say anything and the doctors never suspected.

Yossarian had everything he wanted in the hospital. The food wasn't too bad, and his meals were brought to him in bed. There were extra rations of fresh meat, and during the hot part of the afternoon he and the others were served chilled fruit juice or chilled chocolate milk. Apart from the doctors and the nurses, no one ever disturbed him. He was comfortable in the hospital, and it was easy to stay on because he always ran a temperature of 101.

After he had made up his mind to spend the rest of the war in the hospital, Yossarian wrote letters to everyone he knew saying that he was in the hospital but never mentioning why. One day he had a better idea. To everyone he knew he wrote that he was going on a very dangerous mission. 'They asked for volunteers. It's very dangerous, but someone has to do it. I'll write you the instant I get back.' And he had not written anyone since.

LANGUAGE & CULTURE

A temperature of 101 means 101°F (degrees Fahrenheit), which is equal to 38.3°C (degrees Celsius or centigrade).

4 Read the last two paragraphs of the text again. In pairs, discuss the following questions.

Yossarian is happy to stay in hospital because he doesn't want to go back to the fighting and get killed. What's your opinion of this attitude?

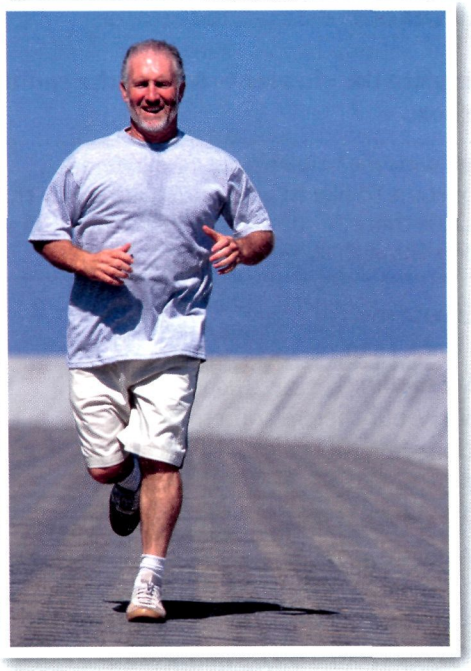
- Is he a coward?
- Is he unpatriotic?
- Is he behaving sensibly?

5 In pairs, ask and answer the following questions.

- What's good and what's bad about being in hospital?
- What should a good hospital be like?

LISTENING 2

GAP FILLING ◂◂ 19



1 Describe the photo and answer the questions.

- Why do you think the man is doing this?
- What else can people do to stay healthy?

examtask

2 CD 2·30 You are going to hear a man talking about a healthy lifestyle. Complete the gaps 1–8 with a maximum of two words.

A HEALTHY LIFESTYLE

FOOD

- If you want to get fit and stay fit, watch what [1]_____.
- Eat at least [2]_____ pieces of fresh fruit and vegetables every day.
- Always choose [3]_____ foods

SMOKING

- If you smoke, [4]_____

SPORT

- Take up a sport. Do regular [5]_____
- If you lack discipline, join a [6]_____

RELAXATION

- Relax. Avoid [7]_____ and make sure you get [8]_____

3 Discuss the following questions as a class.

- Do Pam and Ken enjoy the talk? Why?/Why not?
- Is the advice given by the speaker good? Is it convincing?
- How can young people be encouraged to adopt a healthy lifestyle?

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SPEAKING 1

DISCUSSION ◂◂ 56

exam*workout*

1 Complete the phrases 1–8 using the endings from the box:

agree with me? all up,... considered,...
important I'd like to add. just like to say that...
to say is that... understand your point of view.
I don't think that...

1 Excuse me, I'd _____
2 I think I can _____
3 So, all things _____
4 Sorry, but there is something _____
5 To be honest, _____
6 To wrap it _____
7 What I am trying _____
8 Would you _____

2 Match the phrases 1–8 from Exercise 1 to their functions A–D:

A Expressing and justifying opinion
B Summing up the discussion
C Interrupting in a polite way
D Expressing interest

exam*task*

3 Work in pairs and do the exam task below.

Look at the list of factors which influence health and well-being. Discuss their importance and say what you do to keep healthy.
- the right diet
- rest and relaxation
- doing exercise
- giving up unhealthy habits
- avoiding stress

4 Work in pairs and answer the follow-up questions below. One of you is a student and answers the questions, the other plays the role of the examiner.

Follow-up questions:
- Is having a healthy lifestyle important for you?
- What in your opinion constitutes a healthy diet?
- Do you often get stressed out? How do you deal with stressful situations?
- What is your favourite way to relax?

SPEAKING 2

PHOTO DESCRIPTION ◂◂ 62

5 Look at page 171 and do exercises 1–4.

WRITING

NOTE ◂◂ 45

exam*workout*

1 Read the following exam task and complete a student's response to it with the words and phrases from the box.

While your roommate was out her sister called to inform that their mother was ill. Write a note for your roommate, in which you will:
- write about the illness and give details of the treatment
- explain that her sister asked for help
- express your hope that their mother will soon be better

Begin like this: *Hi Jane,*

come and help a bit get well medication
prescribed take things easy the flu

Hi Jane
Your sister Vicky called and said your mum's got [1] _____. The doctor has been and he [2] _____ some [3] _____, but mostly he just told her to stay in bed and [4] _____. Vicky would like you to [5] _____, because she doesn't want to leave her alone in the house for too long.
I'm sorry about it. But I'm sure your mum will [6] _____ soon.
Take care,
Zsofi

exam*task*

2 Read the exam task below and write a note.

You are sharing a flat with Jane, a British student. Jane is out and you need to leave urgently because you have received a text message from your brother, saying that he is ill and asking you to do some shopping for him. Write a note to Jane in which you will:
- explain the situation
- say that you might come back home late
- ask her not to forget to feed the cat

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ILLNESSES, INJURIES, SYMPTOMS

backache /ˈbækeɪk/
be injured /bi ˈɪndʒəd/
bleed /bliːd/
blind /blaɪnd/
broken arm /ˈbrəʊkən ɑːm/
burn /bɜːn/
cancer /ˈkænsə/
choke /tʃəʊk/
cold /kəʊld/
condition /kənˈdɪʃən/
cough /kɒf/
critically ill /krɪtɪkli ɪl/
deaf /def/
disease /dɪˈziːz/
dreadful pain in the back /ˈdredfəl peɪn ɪn ðə bæk/
dumb /dʌm/
earache /ˈɪəreɪk/
faint /feɪnt/
feel a bit poorly /fiːl ə bɪt ˈpɔːli/
feel dizzy /fiːl ˈdɪzi/
feel sick /fiːl sɪk/
feel terrible /fiːl ˈterəbəl/
feel weak /fiːl wiːk/
fever /ˈfiːvə/
flu /fluː/
food poisoning /fuːd ˈpɔɪzənɪŋ/
hard of hearing /hɑːd əv ˈhɪərɪŋ/
have a high temperature /həv ə haɪ ˈtemprətʃə/
have a sore throat /həv ə sɔː θrəʊt/
have an upset stomach /həv ən ʌpˈset ˈstʌmək/
headache /ˈhedeɪk/
heart attack /hɑːt əˈtæk/
heart disease /hɑːt dɪˈziːz/
heart-related illness /hɑːt rɪˈleɪtɪd ˈɪlnəs/
hurt /hɜːt/
ill /ɪl/
illness /ˈɪlnəs/
injury /ˈɪndʒəri/
insomnia /ɪnˈsɒmniə/
jaundice /ˈdʒɔːndɪs/
lose your sight /luːz jə saɪt/
mentally disabled /ˈmentəlɪ dɪsˈeɪbəld/
my arm hurts /maɪ ɑːm hɜːts/
not feel very well /nɔt fiːl ˈveri wel/
painful /ˈpeɪnfəl/
physically disabled /ˈfɪzɪklɪ dɪsˈeɪbəld/
pneumonia /njuːˈməʊniə/
rash /ræʃ/
regain your sight /rɪˈgeɪn jə saɪt/
runny nose /ˈrʌni nəʊz/
seriously ill /ˈsɪəriəsli ɪl/
shiver /ˈʃɪvə/
short-sighted /ʃɔːtˈsaɪtɪd/
side effects /saɪd ɪˈfekts/
skin condition /skɪn kənˈdɪʃən/
sneeze /sniːz/
stomachache /ˈstʌməkeɪk/
stroke /strəʊk/
swollen tonsils /ˈswəʊlən tɒnsəls/
symptoms /sɪmptəmz/
take an overdose /teɪk ən ˈəʊvədəʊs/
terminally ill /ˈtɜːmɪnəlɪ ɪl/
toothache /ˈtuːθeɪk/
twist one's ankle /twɪst wəns ˈæŋkəl/
vomit /ˈvɒmɪt/
wound /wuːnd/
wounded /ˈwuːndəd/

ORGANS OF THE BODY

bone /bəʊn/
heart /hɑːt/
liver /ˈlɪvə/
lungs /lʌŋs/
muscles /mʌsəls/
spine /spaɪn/
stomach /ˈstʌmək/

TREATMENT

cough medicine /kɒf ˈmedsən/
cure /kjʊə/
doctor's surgery /ˈdɒktəz ˈsɜːdʒəri/
drops /drɒps/
drugs /drʌgz/
examine /ɪgˈzæmɪn/
first aid /fɜːst eɪd/
gene /dʒiːn/
get better /get ˈbetə/
go to hospital /gəʊ tə ˈhɒspɪtl/
go to the doctor's /gəʊ tə ðə ˈdɒktəz/
herbs /hɜːbs/
injection /ɪnˈdʒekʃən/
medical check-up /ˈmedɪkəl ˈtʃek-ʌp/
medication /medɪˈkeɪʃən/
medicine /ˈmedsən/
painkillers /peɪnkɪləz/
plaster /ˈplɑːstə/
prescription /prɪˈskrɪpʃən/
run some tests /rʌn səm tests/
sleeping pills /sliːpɪŋ pɪlz/
thermometer /θəˈmɒmɪtə/
treat /triːt/
treatment /ˈtriːtmənt/
vaccine /ˈvæksiːn/
What's the matter? /wɒts ðə ˈmætə/
What's wrong? /wɒts rɒŋ/
wheelchair /ˈwiːltʃeə/
x-ray /ˈeks reɪ/

HEALTH CARE

ambulance /ˈæmbjələns/
dentist /ˈdentɪst/
doctor /ˈdɒktə/
General Practitioner /ˈdʒenərəl prækˈtɪʃənə/
GP /dʒiː piː/
health care /helθ keə/
health centre /helθ ˈsentə/
hospital /ˈhɒspɪtl/
hospital bed /ˈhɒspɪtl bed/
nurse /nɜːs/
patient /ˈpeɪʃənt/
public health care /pʌblik helθ keə/
specialist /ˈspeʃəlɪst/
surgeon /ˈsɜːdʒən/
surgery /ˈsɜːdʒəri/
ward /wɔːd/

HEALTHY/UNHEALTHY LIFESTYLE

avoid stress /əˈvɔɪd stress/
cut down on fatty foods /kʌt daʊn ən ˈfæti fuːdz/
do exercise /duː ˈeksəsaɪz/
follow a sensible diet /ˈfɒləʊ ə ˈsensəbəl ˈdaɪət/
get enough sleep /get ɪˈnʌf sliːp/
give up smoking /gɪv ʌp ˈsməʊkɪŋ/
healthy diet /helθi ˈdaɪət/
healthy food /helθi fuːd/
healthy habits /helθi ˈhæbəts/
high-fat diet /haɪ fæt ˈdaɪət/
low-fat food /ləʊ ˈfæt fuːd/
obesity /əʊˈbiːsəti/
overweight /əʊvəˈweɪt/
reduce stress /rɪˈdjuːs stress/
take regular exercise /teɪk ˈregjələ ˈeksəsaɪz/
take up a sport /teɪk ʌp ə spɔːt/
work out at the gym /wɜːk aʊt ət ðə dʒɪm/

USEFUL PHRASES

be addicted to /bi əˈdɪktɪd tə/
be allergic to /bi əˈlɜːdʒɪk tə/
be in good shape /bi ɪn gʊd ʃeɪp/
consult a doctor /kənˈsʌlt ə ˈdɒktə/
die of /daɪ əv/
have a pain in one's leg /həv ə peɪn ɪn wənz leg/
keep fit /kiːp fɪt/
make an appointment with /meɪk ən əˈpɔɪntmənt wɪð/
operate on /ˈɒpəreɪt ən/
recover from /rɪˈkʌvə frəm/
see a doctor /siː ə ˈdɒktə/
stay fit /steɪ fɪt/
suffer from /ˈsʌfə frəm/
take blood pressure /teɪk blʌd ˈpreʃə/
take temperature /teɪk ˈtemprətʃə/
take things easy /teɪk θɪŋz ˈiːzi/

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11 NATURE AND ENVIRONMENT

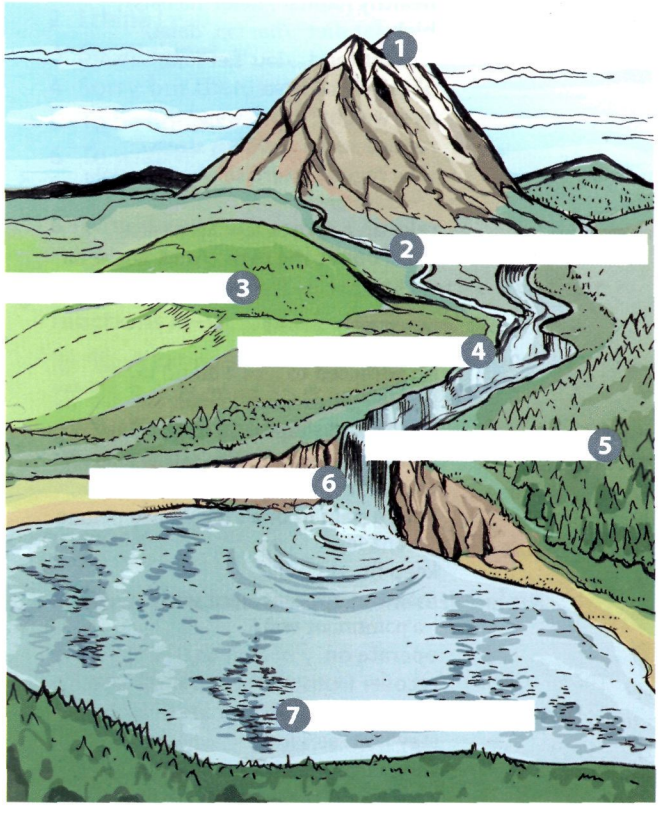
'What's the use of a house if you haven't got a tolerable planet to put it on?'

HENRY DAVID THOREAU (AMERICAN THINKER AND WRITER, 1817-1862)

WORDBANK· PAGE 157

LANDSCAPE FEATURES

1 Label the numbered elements in the picture.



WEATHER

2 Number the following adjectives in order from hottest to coldest.

chilly	cool	hot
cold	freezing	warm

3 Complete the table with the words from the box.

blowing cloudy raining rainy shining snowing snowy sunny windy

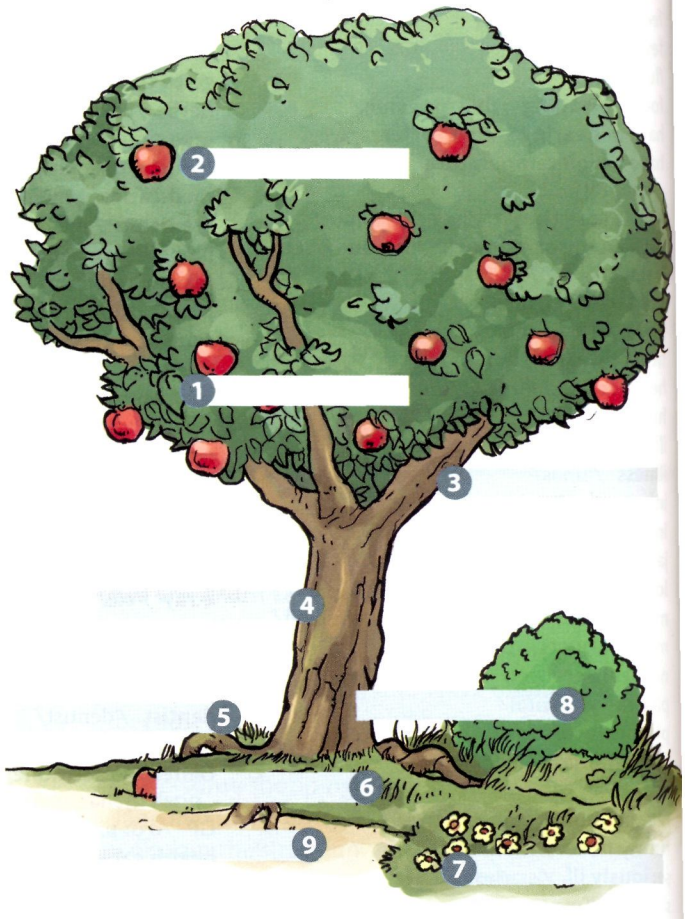
	VERB	ADJECTIVE
	The sun is _____.	a _____ day
		a _____ day
	It's _____.	a _____ day
	It's _____.	a _____ day
	The wind is _____.	a _____ day

4 Complete the sentences. Make new words from the words in BLOCK CAPITALS.

1 It was so _____ we could hardly see anything. FOG
2 We had a very _____ summer this year. STORM
3 It was a _____ winter evening. FROST
4 It was a lovely, _____ late-summer morning. MIST

PLANTS

5 Label the numbered elements in the picture.



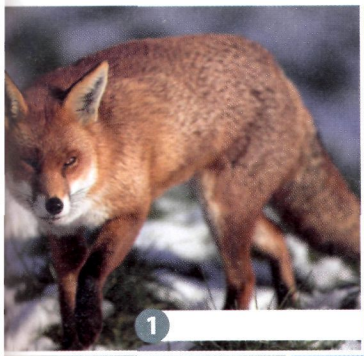
ANIMALS

6 What groups of animals are these?

1 Their mothers feed them with milk. _____
2 They can fly and have feathers. _____
3 They live in water and breathe water. _____
4 They fly and buzz. _____
5 Snakes, tortoises and lizards belong to this group. _____

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7 **Label the animals in the photos. Which of them have you seen?**

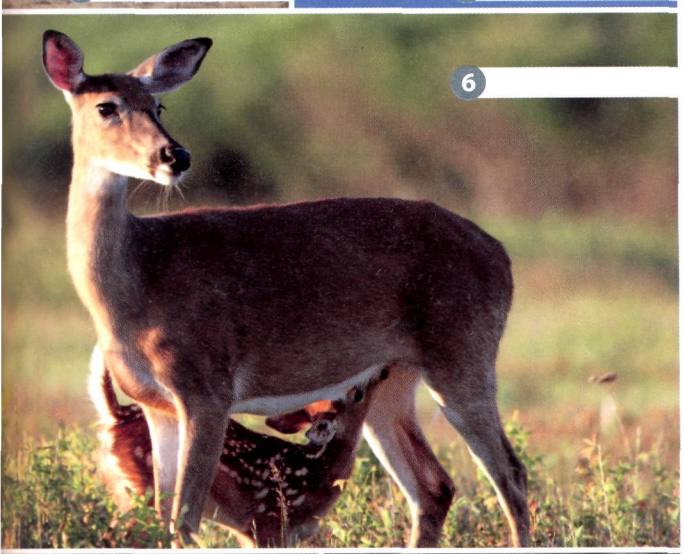

1

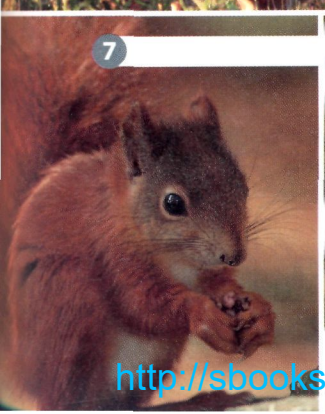

2

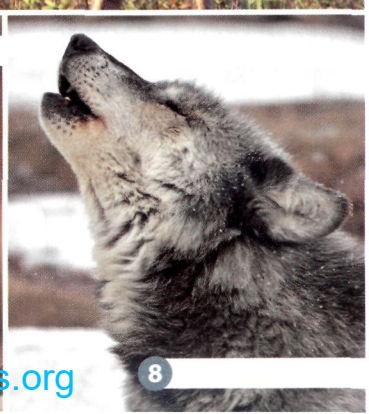

4


3


5


6


7


8

NATURAL DISASTERS

8 **Match the names of disasters 1–7 with their descriptions a–g.**

1 drought	a a rotating wind
2 earthquake	b a very strong wind
3 famine	c a huge wave caused by a volcanic eruption
4 flood	d a long time without rain
5 hurricane	e the ground shakes
6 tornado	f much too much water
7 tsunami	g there's no food and people are dying

THE ENVIRONMENT

9 **Match the words that go together.**

1 air/water	a rubbish
2 wind/water/solar	b effect
3 sort	c warming
4 global	d rain
5 greenhouse	e petrol
6 acid	f species
7 unleaded	g pollution
8 animal	h power

10 **Use the words from Exercise 9 to complete the table.**

PROBLEM	WHAT CAN WE DO?
air pollution	buy [1] _____ _____
[2] _____ _____	use alternative energy sources, burn less fuel
too much waste	[3] _____ your _____; recycle
extinction of many [4] _____ _____	protect wildlife

USEFUL PHRASES

11 **Complete the sentences with the words from the box.**

become damage environmentally harmful protect sort pick up

1 We all have a responsibility to _____ the environment.
2 If we don't protect wildlife, fifty per cent of the animal species that exist now may _____ extinct in the next century.
3 It's not so difficult to _____ rubbish once you get used to it.
4 Do you care about buying _____ friendly products?
5 Using aerosol sprays is _____ to the environment.
6 Industries which _____ the environment should pay special taxes.
7 Our whole school is going to _____ litter on Earth Day.

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MATCHING ◂◂26

1 In pairs, ask and answer the following questions.

- Do you like receiving postcards? How many did you get during your last holiday?
- Do you write postcards when you're on holiday? Who do you write to? What do you write about?

examtask

2 Read the postcards below. Match the questions 1–5 to appropriate postcards A–F. There is one extra postcard that you don't need to use.

Who...

1 is helping his/her family a lot?
2 has found a job in a new place?
3 wishes his/her holiday was over?
4 is happy despite extreme weather?
5 is probably a Biology student?

3 In pairs, ask and answer the following questions.

- Which of the places (A–F) would you most like to be in? Why?
- What kind of weather do you like and dislike? What do you do in that kind of weather?
- What kind of natural scenery do you like best? Why?

4 Match the words to make phrases.

1 clear blue	a zero
2 pouring with	b climate
3 below	c winters
4 moderate	d skies
5 mild	e rain

5 Write down at least six words or phrases from the text to describe natural scenery.

1 high cliffs
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Galapagos. General view

A

Hi Martin,
You'd love it here. It's an island in the Pacific Ocean 600 miles west of Ecuador, right on the equator. It's an incredible place to investigate wildlife. There are birds, fish, reptiles, mammals of all sorts! Giant tortoises, pelicans, dolphins, marine iguanas, penguins... We've even seen whales! Unfortunately, some species are in danger of extinction because of pollution, overpopulation and competition from rats and goats and other animals. Our professor is a real expert, too. I'll send you some photos from my project.
Love, Patricia

Martin Anderson,
41 Albion Street,
Bristol BS4 2JD
ENGLAND

Germany

C

Hi Jez,
The weather is awful! The day we arrived, there was a storm with thunder and lightning. The river burst its banks and a flood washed away the campsite! It's still pouring with rain. They say the scenery is lovely - green valleys and snow-peaked mountains, but we can't tell because of the fog. Can't wait to get home.
Yours wetly, JBJ

Jez Edwards
64 Martingale Rd
Cambridge CB3
ENGLAND

Canary Islands

B

Dear Gran,
It's gorgeous weather here: warm and sunny with clear blue skies! I can't believe it's late autumn! We're going to the sea later. The coastline is mainly rocky with high cliffs, but there are some lovely sandy beaches, too. Hope you're enjoying the mist and the clouds at home.
Love, Daz.

Susan
32 Ox
London
EN

St Albans, England

D

Dear Mum and Dad,
I'm really enjoying myself at aunty Pam's. It's fun looking after my little cousins. It's like a farm here: there are dogs, cats, hamsters, rabbits, guinea pigs, ducks, hens and even a pet pig! I feed them in the morning. Then I water the plants in the garden and pick the fruit in the greenhouse. It's great!
Love you, Sarah

Mr Tom Johnson
66 Helen Road
Coventry, AB 3
ENGLAND

A

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6 **Write a postcard like the ones below from a place you know, describing the scenery and the weather.**



...es desert

E

Kieran,

We're resting at an oasis, so I've not time to write. The desert is amazing. It's so different from home. It's too hot during the day - over 50 degrees centigrade, and at night it's freezing - below zero! I'll never complain about puddles, grey skies, spring showers or chilly summer days again! There are no flowers, grass or green leaves. Only sand and a few sad little plants. But it's so beautiful! There's a mountain range on the horizon that looks like something from the moon.

Missing you, Rachel.

362

Kieran Walters

112 Driver Stre

DS 32 ENGLAN

TM San Diego

F

Hi Dan,

I love it here. It has a lovely moderate climate, just the right temperature, not too dry, not too wet, beautiful mild winters. And very little danger of earthquakes, hurricanes or any other natural disasters. My colleagues are friendly, even my boss! And the waves are great for surfing.

Be jealous! Sam

Dan Jakk

342 Eali

BV 3 ENC

TRUE/FALSE ◂◂ 16

1 **How are the following animals used by people?**

dolphins horses donkeys camels pigeons rats guinea pigs dogs

exam*workout*

2 **Read the following statements. For each of the highlighted words, think of a synonym and an antonym. Make a list of all the synonyms and antonyms as a class.**

1 Working with animals is not always safe.
2 Some aspects of the work may make you feel sad.
3 A pleasant thing about working with animals is that it's very quiet.

3 **CD 2·31 Listen to a part of a radio programme about working with animals. Decide if the sentences 1–3 in Exercise 2 are true (T) or false (F). Which of the synonyms and antonyms did you hear?**

exam*task*

4 **CD 2·32 You are going to hear another part of the same radio programme. Decide if the sentences 1-6 are true (T) or false (F).**

1 The speaker describes dolphins as smart but aggressive.
2 The speaker gives examples of animals used in wars.
3 Some animals have been honoured for their bravery.
4 The speaker gives examples of animals used for the amusement of humans.
5 Horses do more kinds of work than any other animal.
6 Training guide dogs helps difficult teenagers become more friendly and confident.

5 **Which ways of using animals do you think are acceptable? Which aren't? Compare opinions in pairs. Then choose *one* of the ways of using animals and prepare a short speech for or against it.**

- dogs leading the blind
- dogs helping the police
- animals in the circus
- zoos
- keeping animals as pets (which ones?)
- experiments on animals
- bullfights
- using animals for military purposes

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MULTIPLE CHOICE ◂◂24

1 In pairs, ask and answer these questions.

- What are the causes of global warming?
- What are the predicted effects of global warming?

examtask

2 Read the following text about the future of our world. For questions 1–5 choose the correct answer A–D.

1 **The writer dreamt of a world where**
- A the shape of the continents had changed.
- B some countries had lost their independence.
- C there had been a war.
- D Britain did not exist any more.

2 **Flying above the earth, the writer saw the effects of**
- A floods.
- B hurricanes.
- C an increasingly hot climate.
- D a volcanic eruption.

3 **She saw the devastating effect of the change on**
- A industry.
- B agriculture.
- C travel.
- D animals.

4 **The city had been**
- A burnt.
- B destroyed by a tornado.
- C destroyed by a nuclear bomb.
- D flooded.

5 **The woman told the writer**
- A to stop burning petrol.
- B to change her lifestyle.
- C that the situation was also her fault.
- D that worse things were going to happen.

3 Do you think the vision described in the text will come true? Look through the text again and find:

- two or three things which you think are probable,
- two or three things which you think are improbable.

4 Put the highlighted words from the text under the correct headings in the table.

NATURAL DISASTERS	ENVIRONMENTAL PROBLEMS



My Secret Diary

Ann Wilkins

Last night I dreamt...

24/02/08

... of the future. There was a map of the world, but the countries looked different. The land had shrunk and the seas had grown. Britain was smaller, and so was France. And Holland had disappeared.

In my dream I could fly, and I saw that the land that had been green was now brown. The snow had melted long ago from the black mountain tops. A drought had left the earth dry and thirsty. The forests had become a desert.

Near a village, there was a man, thin and silent, trying to grow plants in the dead soil. The heat was tremendous. I could hardly breathe. Then suddenly, a tornado came. Raindrops hit my face, the air was humid and heavy. A flood rushed down the valley towards the man and his village.

The storm carried me across an angry ocean and I came to a strange city without streets. Canals ran between high buildings. There was a statue of a giant woman, a torch above her head, water up to her knees.

Needing to rest, I flew into a building, a library. A woman was reading. 'You want to know what happened,' she said. I nodded. Her voice was dry and quiet like dead leaves.

'You knew about global warming, you knew it was real. You knew about the greenhouse effect and acid rain and what air pollution was doing to the environment. But you didn't care.'

'Some people tried. They warned you what would happen if you didn't protect your planet. They said, "stop burning petrol, save energy, consume less, recycle, use solar energy, use wind power..." But you wouldn't change your lifestyle: your car exhaust fumes, your cheap flights, your polluting factories, your carbon dioxide.'

'And the climate changed and the temperatures rose, and the glaciers and the polar ice caps melted. Seas covered your islands and coastal towns. There were hurricanes and floods and forest fires. Innumerable species died out. First polar bears became extinct, and then bees. And now you are alone with the rats and the cockroaches. And there are too many refugees, and not enough food or water, and you're just fighting for survival.'

She touched my face with her warm dry fingers and I woke from my dream.

But it wasn't a dream. It was a nightmare.

Comments: 12

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MULTIPLE CHOICE ◂◂34

1 How do you normally find out what the weather is going to be like? Discuss your ideas in pairs.

examtask

2 Read the following text about an interesting way to measure the temperature. For gaps 1–9 choose the correct answer A–D.

NATURE'S THERMOMETER

According to reliable sources [1] ____ *The Old Farmer's Almanac*, we can measure outdoor temperature without the help of a traditional thermometer. [2] ____ you need is good ears, a bit of countryside and silence. Your natural thermometer will be nothing [3] ____ a small green insect: a cricket. We all listen to the concerts these animals give on warm summer evenings, but what [4] ____ this have to do with the temperature?

Crickets chirp as they rub their legs or wings together. That is, male crickets [5] ____ . Although we often find their music relaxing, it is not [6] ____ to be that. The sound is a cricket's way to serenade his lady and to keep other males as far as possible. In 1897 physicist Amos Dolbear suggested that counting the chirps of the crickets will tell us [7] ____ temperature it is.

There are various formulas for making one's calculations. If you understand Celsius, rather than Fahrenheit, you need [8] ____ the number of chirps in 25 seconds, divide it by 3 and then add 4 to get the current temperature. But do remember - you will only be able to find out the temperature in this way when [9] ____ crickets around. Below 15°C you may not have many of them, or if they are there, they will probably not be in the mood for love. ■

1	A similar	B like	C alike	D for
2	A All	B And	C Which	D Ø
3	A and	B but	C then	D because
4	A is	B does	C did	D do
5	A were	B did	C are	D do
6	A intended	B intend	C intends	D to intend
7	A how much	B which	C what	D how high
8	A counter	B counted	C to count	D counting
9	A they are	B there are	C are	D Ø

MULTIPLE CHOICE ◂◂14



1 Describe the photo and answer the questions.

- Do you know anyone who is a vegetarian?
- What does he/she eat? What does he/she refuse to eat?
- Does he/she try to persuade others to become vegetarian? Why?/Why not?

examtask

2 CD 2·33 You are going to hear a conversation about the link between the vegetarian diet and the protection of the environment. For questions 1–6 choose the correct answer A–C.

1 Alice says Tim
- A never discusses environmental problems.
- B does little to protect the envrionment.
- C has no respect for animal rights.

2 Tim protests that he
- A does not use his car very often.
- B always uses public transport.
- C cycles instead of driving.

3 Alice says the Amazonian rainforests are being cut down
- A to produce paper.
- B to obtain exotic types of wood for furniture.
- C to make room for animal production.

4 Alice says most people
- A don't want to become vegetarians.
- B don't want to sort their rubbish.
- C do nothing to protect the environment.

5 Alice says most farmland is used
- A to grow cereals.
- B to grow crops for the industry.
- C to grow food for animals.

6 Tim says a vegetarian diet
- A will not save the planet.
- B is unhealthy.
- C is not good for men.

3 Who do you most agree with: Alice or Tim? Why?

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SPEAKING

SITUATIONAL ROLEPLAY ◂◂ 58

exam*workout*

1 **CD 2·34 Read the exam task below. Listen to a candidate doing it and complete the conversation.**

You have read about the Earth Day event in your town and you are trying to persuade your roommate to take part in it. Your partner thinks it is boring and a waste of time. Ask him to take part in one of the activities and suggest some attractive outdoor activity at the end of the day.

CANDIDATE: Hi Gregory. Look what it says in the paper: it's Earth Day next Saturday, and they're inviting everyone to come and clear up the litter in all the parks in the city. Why [1]_____ go?

EXAMINER: Oh, no, give me a break. It's [2]_____.

CANDIDATE: What [3]_____ it's a waste of time? We live on Earth, right? We've got to take [4]_____ for the planet.

EXAMINER: But I [5]_____ spend my whole Saturday picking up rubbish!

CANDIDATE: OK, so [6]_____ go picking up litter first, and then just go cycling along the river and have dinner in the pub by the canal. [7]_____?

exam*task*

2 **In pairs, roleplay the situation below. One of you is the candidate, the other plays the role of the examiner.**

There is "the Greenest School of the Year" contest in your country and you think that your school should enter it. Try to persuade your partner to help you organise some "green" events (e.g. a contest, an exhibition, a lecture, a Saturday meeting to clean the area around school) to encourage other students to take part in the program. Your partner is very busy studying for a test and doesn't like the idea of picking up garbage in the streets.

3 **Now swap the roles and roleplay the situation again.**

WRITING

INFORMAL LETTER ◂◂ 49

exam*workout*

1 **Read the exam task in Exercise 2 and do preparation exercises a–d.**

a Choose the place(s) you want to write about.

- Find at least four words to describe its scenery in this unit.
- What else are you going to mention? (animals, activities, etc?)
- Use the Wordbank to help you.

b Choose the time of year you will write about.

- Find at least three words or phrases to describe the weather in this unit.

c List the clothes and equipment you will recommend.

d Complete these sentences with the modal verbs from the box:

can might should

1 I think you ___ like the area north of Lake Balaton.
2 The weather at this time of year ___ be very changeable.
3 You ___ bring both light and warm clothes.

exam*task*

2 **Read the exam task below and write an email.**

On a travel website, you have found a message from an English student who would like to visit your country. This is a part of the message:

I love nature and I really like all kinds of outdoor activities – walking, cycling, sailing, and I am keen on seeing animals in the wild too. I am reasonably fit so I can manage challenging walks. Could someone recommend a few places for me to go to? What is the best time to visit? I'm not sure about the climate, what kind of clothes do I need to take? Do I need to remember to bring anything else?
Rob

Write him an email answering all his questions.

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LANDSCAPE FEATURES

cliff /klɪf/
coast /kəʊst/
continent /ˈkɒntɪnənt/
coral reef /ˈkɒrəl riːf/
desert /ˈdezət/
field /fiːld/
forest /ˈfɒrɪst/
glacier /ˈglæsiə/
hill /hɪl/
island /ˈaɪlənd/
lake /leɪk/
mountain /ˈmaʊntɪn/
mountain range /ˈmaʊntɪn reɪndʒ/
mountain top /ˈmaʊntɪn tɒp/
ocean /ˈəʊʃən/
river /ˈrɪvə/
rocky beach /ˈrɒki biːtʃ/
sand /sænd/
sandy beach /ˈsændi biːtʃ/
scenery /ˈsiːnəri/
sea /siː/
stream /striːm/
valley /ˈvæli/
waterfall /ˈwɔːtəfɔːl/
wave /weɪv/

WEATHER

above zero /əˈbʌv ˈzɪərəʊ/
below zero /bɪˈləʊ ˈzɪərəʊ/
blow /bləʊ/
blue sky /bluː skaɪ/
chilly /ˈtʃɪli/
clear sky /klɪə skaɪ/
clear up /klɪə ʌp/
cloud /klaʊd/
cloudy /ˈklaʊdi/
cold /kəʊld/
cool /kuːl/
degrees Centigrade /dɪˈgriːz ˈsentɪgreɪd/
degrees Fahrenheit /dɪˈgriːz ˈfærənhaɪt/
fog /fɒg/
foggy /ˈfɒgi/
freezing cold /ˈfriːzɪŋ kəʊld/
frost /frɒst/
frosty /ˈfrɒsti/
heat /hiːt/
hot /hɒt/
humid /ˈhjuːmɪd/
ice /aɪs/
icy /ˈaɪsi/
lightning /ˈlaɪtnɪŋ/
meteorologist /miːtiəˈrɒlədʒɪst/
meteorology /miːtiəˈrɒlədʒi/
mild winter /maɪld ˈwɪntə/
mist /mɪst/
misty /ˈmɪsti/
moderate climate /ˈmɒdərət ˈklaɪmət/
pressure /ˈpreʃə/
rain /reɪn/
rainfall /ˈreɪnfɔːl/
rainy /ˈreɪni/
shower /ˈʃaʊər/
showery /ˈʃaʊəri/
snow /snəʊ/
snowy /ˈsnəʊi/
storm /stɔːm/
stormy /ˈstɔːmi/
sun /sʌn/
sunny /ˈsʌni/
thunder /ˈθʌndə/
warm /wɔːm/
weather forecast /ˈweðə ˈfɔːkɑːst/
weather map /ˈweðə mæp/
weather report /ˈweðə rɪˈpɔːt/
wet /wet/
wind /wɪnd/
windy /ˈwɪndi/

PLANTS

branch /brɑːntʃ/
bush /bʊʃ/
crops /krɒps/
flower /ˈflaʊə/
fruit /fruːt/
grass /grɑːs/
greenhouse /ˈgriːnhaʊs/
grow plants /grəʊ plɑːnts/
leaf /liːf/
leaves /liːvz/
root /ruːt/
soil /sɔɪl/
tree /triː/
trunk /trʌŋk/
vegetable /ˈvedʒtəbəl/

ANIMALS

animal species /ˈænəməl ˈspiːʃiːz/
ant /ænt/
badger /ˈbædʒə/
bat /bæt/
bird /bɜːd/
breed /briːd/
brown bear /braʊn beə/
bull /bʊl/
butterfly /ˈbʌtəflaɪ/
camel /ˈkæməl/
chimpanzee /tʃɪmpænˈziː/
cockroach /ˈkɒk-rəʊtʃ/
cow /kaʊ/
creature /ˈkriːtʃə/
deer /dɪə/
dolphin /ˈdɒlfɪn/
domestic animal /dəˈmestɪk ˈænəməl/
donkey /ˈdɒŋki/
duck /dʌk/
elephant /ˈeləfənt/
European bison /jʊərəˈpiːən ˈbaɪsən/
farm animal /fɑːrm ˈænəməl/
feed /fiːd/
fish /fɪʃ/
fox /fɒks/
goat /gəʊt/
guide dog /gaɪd dɒg/
guinea pig /ˈgɪni pɪg/
hamster /ˈhæmstə/
hare /heə/
hen /hen/
honey bee /ˈhʌni biː/
horse /hɔːs/
iguana /ɪˈgwɑːnə/
insect /ˈɪnsekt/
kitten /ˈkɪtn/
lamb /læm/
lizard /ˈlɪzəd/
mammal /ˈmæməl/
monkey /ˈmʌŋki/
parrot /ˈpærət/
pelican /ˈpelɪkən/
penguin /ˈpeŋgwɪn/
pet shop /pet ʃɒp/
pig /pɪg/
pigeon /ˈpɪdʒɪn/
polar bear /ˈpəʊlə beə/
pony /ˈpəʊni/
puppy /ˈpʌpi/
rabbit /ˈræbɪt/
rat /ræt/
reptile /ˈreptaɪl/
sheep /ʃiːp/
snake /sneɪk/
squirrel /ˈskwɪrəl/
stork /stɔːk/
tortoise /ˈtɔːtəs/
train a dog /treɪn ə dɒg/
vet /vet/
whale /weɪl/
wild boar /waɪld bɔː/
wildlife /ˈwaɪldlaɪf/
wolf /wʊlf/

NATURAL DISASTERS

bush fire /bʊʃ faɪə/
drought /draʊt/
earthquake /ˈɜːθkweɪk/
famine /ˈfæmɪn/
flood /flʌd/
forest fire /ˈfɒrɪst faɪə/
hurricane /ˈhʌrɪkən/
natural disaster /ˈnætʃərəl dɪˈzɑːstə/
tornado /tɔːˈneɪdəʊ/
tsunami /tsʊˈnɑːmi/
volcanic eruption /vɒlˈkænɪk ɪˈrʌpʃən/
volcano /vɒlˈkeɪnəʊ/

ENVIRONMENT

acid rain /ˈæsɪd reɪn/
air pollution /eə pəˈluːʃən/
alternative energy sources /ɔːlˈtɜːnətɪv ˈenədʒi sɔːsəs/
biodegradable products /baɪəʊdɪˈgreɪdəbəl prɒdʌkts/
burn /bɜːn/
carbon dioxide /ˈkɑːbən daɪˈɒksaɪd/
deforestation /diːˌfɒrəˈsteɪʃən/
disposable /dɪˈspəʊzəbəl/
exhaust fumes /ɪgˈzɔːst fjuːmz/
global warming /ˈgləʊbəl ˈwɔːmɪŋ/
greenhouse effect /ˈgriːnhaʊs ɪˈfekt/
hole in the ozone layer /həʊl ɪn ðə ˈəʊzəʊn ˈleɪə/
industry /ˈɪndəstri/
landfill /ˈlændfɪl/
lead /led/
litter /ˈlɪtə/
melt /melt/
natural habitat /ˈnætʃərəl ˈhæbətæt/
organic /ɔːˈgænɪk/
overpopulation /əʊvəpɒpjəˈleɪʃən/
ozone-friendly /ˈəʊzəʊn ˈfrendli/
polar ice cap /ˈpəʊlə aɪs kæp/
pollute /pəˈluːt/
pollution /pəˈluːʃən/
rainforest /ˈreɪnfɒrɪst/
recycling /riːˈsaɪklɪŋ/
save energy /seɪv ˈenədʒi/
save water /seɪv ˈwɔːtə/
smog /smɒg/
solar power /ˈsəʊlə ˈpaʊə/
unleaded petrol /ʌnˈledɪd ˈpetrəl/
waste /weɪst/
water pollution /ˈwɔːtə pəˈluːʃən/
water power /ˈwɔːtə ˈpaʊə/
wind power /wɪnd ˈpaʊə/

USEFUL PHRASES

become extinct /bɪˈkʌm ɪkˈstɪŋkt/
clean up litter /kliːn ʌp ˈlɪtə/
clear up litter /klɪə ʌp ˈlɪtə/
climate change /ˈklaɪmət tʃeɪndʒ/
cut down forests /kʌt daʊn fɒrɪsts/
damage the environment /ˈdæmɪdʒ ðə ɪnˈvaɪrənmənt/
energy-saving /ˈenədʒi ˈseɪvɪŋ/
environmentally friendly /ɪnvaɪrənməntəlɪ ˈfrendli/
fall in temperature /fɔːl ɪn ˈtemprətʃə/
harmful to the environment /ˈhɑːmfəl tə ðə ɪnˈvaɪrənmənt/
in danger of extinction /ɪn ˈdeɪndʒə əv ɪkˈstɪŋkʃən/
pick up litter /pɪk ʌp ˈlɪtə/
pour with rain /pɔː wɪð reɪn/
protect the environment /prəˈtekt ðə ɪnˈvaɪrənmənt/
protect wildlife /prəˈtekt ˈwaɪldlaɪf/
rise in temperature /raɪz ɪn ˈtemprətʃə/
river burst its banks /ˈrɪvə bɜːst ɪts bæŋks/
sort rubbish /sɔːt ˈrʌbɪʃ/

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12 SCIENCE AND TECHNOLOGY

'Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.'

ATTRIBUTED TO ALBERT EINSTEIN

AREAS OF SCIENCE AND SCIENTISTS

1 CD 2·35 **For each discipline, write the name of the person who specialises in it. Then listen, check and repeat the words.**

DISCIPLINE	PERSON
mathematics	
physics	
chemistry	
biology	
geology	
psychology	
archaeology	

SCIENTISTS AT WORK

2 **Match the sentence beginnings 1–7 with the endings a–g.**

1 Thomas Edison **invented**
2 The British chemist Sir Humphry Davy **discovered**
3 In the 20th century evidence from genetics **confirmed**
4 Louis Pasteur **rejected** the idea that
5 Jane Goodall worked in Africa and **studied**
6 American doctors Ernst Wynder and Evarts Graham were the first to **investigate**
7 Isaac Newton **observed** that

a bacteria were born from dirt.
b a prism breaks up white light into a spectrum of colours.
c Darwin's theory of evolution.
d the chemical elements magnesium and sodium.
e the light bulb and the phonograph.
f the **link** between smoking and cancer.
g the social life of chimpanzees.

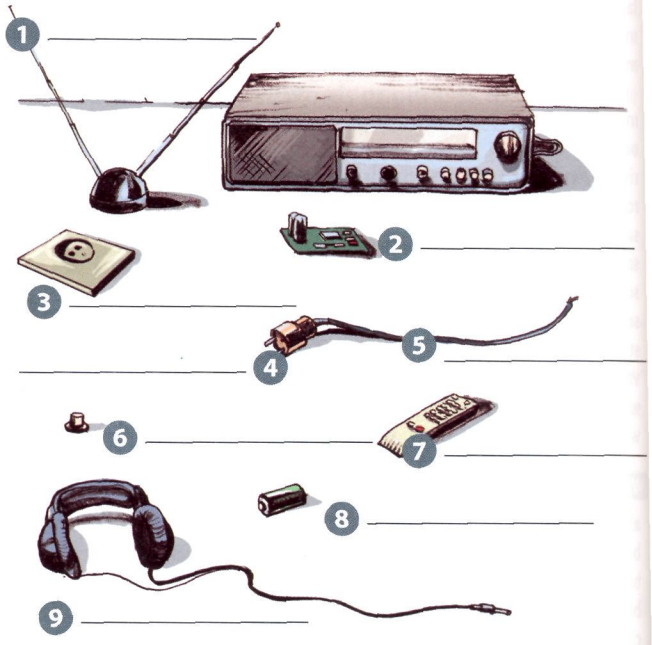
3 **Match the words form the box to the definitions.**

evidence findings hypothesis lab record research

1 _____ – something you think is true but have not proved
2 _____ – looking for information
3 _____ – what you discover as a result of research
4 _____ – facts or signs that prove something is true
5 _____ – information written down or stored in a computer so that you can check it later
6 _____ – the place where experiments are conducted

TECHNOLOGY

4 **Label the numbered elements in the picture.**



COMPUTING

5 **Complete the text with the words from the box.**

virus software restarting error downloading data crashed

My computer [1]_____ yesterday. I think I got a [2]_____ when I was [3]_____ music files from the Internet. First there was an [4]_____' message, and then it stopped responding. I tried [5]_____ it, but it didn't help. I lost a lot of important [6]_____. I've got to buy myself better anti-virus [7]_____.

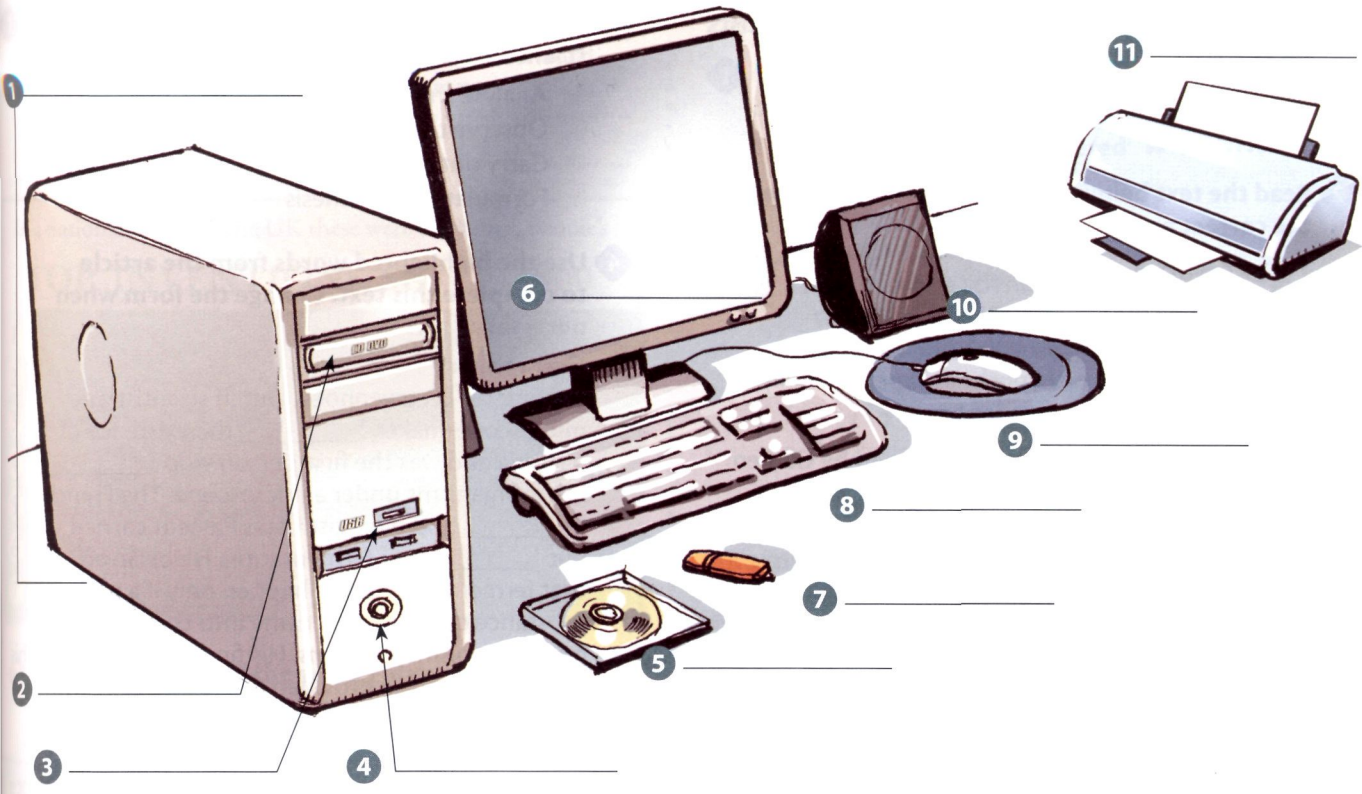
6 **What can you do with a file or document? Complete the table.**

	create	a document/ a file

WORDBANK • PAGE 165

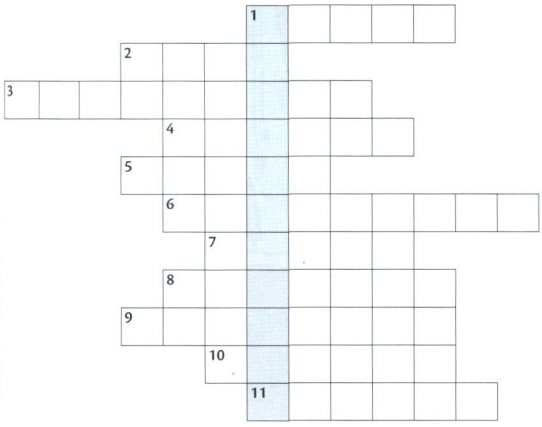
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7 Label the numbered elements in the picture.



SPACE EXPLORATION

8 Complete the crossword.



1 **Outer** ___ is the area outside the Earth's atmosphere.
2 A **space**___ is the same as a spacecraft.
3 A person who travels into space
4 A long, thin spacecraft.
5 A star with a tail
6 Something that goes around a planet. It can be natural or man-made.
7 If a spacecraft is in ___, it's going around the Earth or another planet.
8 Astronauts can go and live on a **space** ___ for many months.
9 The whole space and everything in it.
10 A very big one hit the earth millions of years ago and killed the dinosaurs.
11 To ___ a spacecraft is to send it into space.

USEFUL PHRASES

9 Complete the sentences with appropriate words.

1 Copernicus _____ to the conclusion that the Earth rotates around the Sun.
2 We know a lot about Charles Darwin's work, because he _____ records of all his research.
3 James Clerk Maxwell's most important _____ of research was electromagnetism.
4 Albert Einstein _____ the Nobel Prize in physics in 1921.
5 In 1922 British archaeologists _____ an important discovery in Egypt: they found the tomb of the pharaoh Tutankhamun.
6 Alexander Fleming found _____ that some types of mould kill bacteria.
7 Richard Feynman specialised _____ quantum electrodynamics.
8 Specialists are carrying _____ new research into ways of fighting malaria.

10 Complete the dialogues with appropriate words.

1 **A:** 'Hi! Did you have a good weekend?'
B: 'It was OK. I spent five hours surfing the _____ on Saturday.'

2 **A:** 'Excuse me. How do I switch _____ this machine?'
B: 'Just _____ this button.'
A: 'I have, but nothing's happened. Maybe it's out of _____.'
B: Let me see... gosh, yes it is. Again! It breaks _____ every two or three days!'

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1 **In pairs, list three things which you think scientists do as part of their work.**

examtask

2 **Read the text below. For questions 1–5 choose the correct answer A–D.**

1 **The Egyptians**
- A made incorrect observations of frogs.
- B could not think of a hypothesis.
- C did not test their hypothesis experimentally.
- D believed frogs were sacred.

2 **The heavier of the two balls dropped by Galileo**
- A looked just the same as the other one.
- B fell faster than the other one.
- C fell more slowly than the other one.
- D fell at the same speed.

3 **It is important to repeat an experiment**
- A to see if the results are the same.
- B to check if the results are statistically significant.
- C so that others can check it.
- D to record what you've done.

4 **It is important to record the procedure of an experiment**
- A so that others don't copy it.
- B to check if you get the same results.
- C so that others can repeat it.
- D so you can check your conclusions.

5 **The main point of the last paragraph is that**
- A there are many branches of science.
- B the scientific method is universally used.
- C mud doesn't produce frogs.
- D laboratories are essential to science.

3 **According to the text, in what order does a scientist do the following? Number the steps 1–4.**
- Analyse the findings
- Observe the world
- Carry out an experiment
- Formulate a hypothesis

4 **Use the highlighted words from the article to complete this text. Change the form when necessary.**

Germ theory

Antoni van Leeuwenhoek, Dutch scientist and microscope-maker, [1]_____ the existence of bacteria and was the first person who [2]_____ microorganisms under a microscope. The French [3]_____ and biologist Louis Pasteur carried out [4]_____ on fermentation. He believed that fermentation could happen only if a substance contained, or came into contact with, microorganisms, or *germs*. His findings [5]_____ his hypothesis, and so provided the [6]_____ which finally convinced European scientists that germ theory was true.



The Scientific Method

Every year in the spring, large numbers of frogs appear in the mud near the river Nile. They aren't there in dry weather, so in the past ancient Egyptians used to believe that the mud produced the frogs. The problem is they didn't test their belief scientifically.

The first step in the scientific method is to observe the world around you. For example, Newton noticed that an apple fell down, not up. The Egyptians did this part alright; they observed the frogs.

Step two is to ask yourself a question based on your observations. 'Why does the apple go down?' 'Where do the frogs come from?' And then think of a hypothesis: a possible answer. 'Objects are pulled to the ground by an invisible force.' 'Mud produces frogs'. The Egyptians did this too.

But it isn't enough just to think of an answer to a question and believe it's true. You have to discover some evidence that confirms your hypothesis. So, the next step in the scientific method is to test your ideas with experiments and more observations. Galileo believed that two objects with different masses would fall at the same rate. So, the story goes, he carried out an experiment. He dropped a heavy ball and a light ball from the Leaning Tower of Pisa, and confirmed his belief. The Egyptians never did any experiments on their mud-frog hypothesis, so they never found out it was false.

If you do an experiment only once, you may make a mistake. So repeat your experiment to make sure you get the same results, and analyse your findings statistically to check they're significant. Then make any necessary changes to your hypothesis and conduct more experiments. Carefully record everything you do so other scientists can duplicate your work and check your conclusions.

A hypothesis with lots of experimental evidence becomes a theory. A theory which has been confirmed many times is a scientific law. The great thing about hypotheses, theories and laws is that you can use them to make predictions. The law of gravity predicts that astronauts should float in space. And they do.

Chemists and physicists, geologists and biologists, researchers in every laboratory in every field of research use the scientific method. They don't accept untested observations. So they don't believe that mud produces frogs.

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LISTENING 1

MULTIPLE CHOICE ◂◂ 14

1 In a survey, people were asked about the best invention since 1800. Complete the results with what *you* think are the best inventions.

Bicycle Computer Internet

In a national survey in the UK these were the British people's

TOP INVENTIONS SINCE 1800

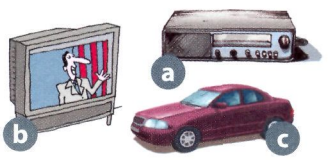
1 _____ – 59%
2 Transistor – 8%
3 Electro-magnetic induction ring – 8%
4 _____ – 6%
5 Germ theory of infection – 5%
6 Radio – 5%
7 _____ – 4%

2 Read the results of the survey above on page 172. Do any of the answers surprise you?

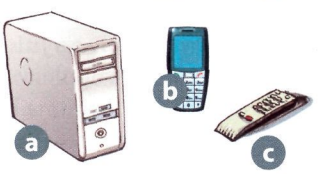
examtask

3 CD 2·36 You are going to hear five people talking about the most useful inventions. For questions 1–5 choose the correct answer A–C.

1 What is the woman's favourite invention?



2 What is the man's favourite invention?



3 What is the girl's favourite invention?
- a a new medicine
- b an environmentally friendly product
- c a means of transport

4 The two inventions the scientist thinks are most useful are both connected with
- a research work
- b genetics
- c electricity

5 What is the man's favourite invention?
- a genetically modified food
- b the Internet
- c he isn't sure

4 In pairs, ask and answer the following questions.
- Which speaker or speakers do you most agree/ disagree with? Why?
- What is your favourite invention? Why?
- What do you think is the worst invention? Why?

USE OF ENGLISH

MULTIPLE CHOICE ◂◂ 34

examworkout

1 Complete the sentences in each pair with the correct words.

1 **discovered / were discovered** ▸▸ 188
- a Wilhelm Röntgen ___ X-rays.
- b X-rays _____ in 1985.

2 **although / because** ▸▸ 208
- a I'd like to be a scientist ___ I'm interested in why things happen.
- b I'd like to be a scientist, ___ I could probably make more money in finance.

3 **from / to** ▸▸ 210
- a The device is similar ___ a big telescope.
- b The device is different ___ the one we had before.

examtask

2 Read the text about the discovery of radioactivity. For gaps 1–9 choose the correct answer A–D.

THE DISCOVERY OF RADIOACTIVITY

In 1896 the French physicist Antoine Henri Becquerel [1] _____ investigating uranium salts. He accidentally left a bit of uranium lying on some photographic plates – glass plates which were used in photography before film was [2] _____.

[3] _____ the plates were wrapped in thick black paper to protect them from light, after some time Becquerel found out that they had been exposed, just as if they had been lying in the sun. He asked himself how this [4] _____ happened. He repeated the experiment and finally [5] _____ to the conclusion that the uranium salt emitted unknown rays, similar [6] _____ X-rays, which could pass through thick black paper. In this way radioactivity [7] _____ discovered.

The story shows some important qualities of a scientist's mind: the desire to understand why something happens the way it does, and the imagination which made Becquerel [8] _____ of a new, original explanation. In 1903, Henri Becquerel won the Nobel [9] _____ in Physics for his discovery.

1	A was	B had	C been	D had been
2	A discovered	B invented	C observed	D found
3	A Because	B When	C Although	D However
4	A been	B was	C had	D has
5	A came	B went	C made	D did
6	A than	B like	C to	D with
7	A –	B was	C had	D been
8	A thought	B thinking	C to think	D think
9	A Award	B Prize	C Reward	D Price

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TRUE/FALSE ◂◂23

1 Work in pairs. Can you answer any of the following questions?

- What is dry ice?
- How does lemon juice keep fruit fresh?
- Why does ocean water contain salt?
- How can a volcano erupt under water?
- Is the iron in cereals the same as in cars?
- What is the largest organ of the body?
- Why does your mouth become dry when you're nervous?

exam*workout*

2 Read the text below without using a dictionary. Try to work out the meaning of the highlighted words, using clues 1–3.

'DRY ICE' – WHAT IS IT?

Carbon dioxide (CO_2), the gas we exhale when we breathe, freezes at a very cold temperature – not at 0°C like water, but at 79.5°C below zero! When you heat it, it doesn't melt: it goes directly from a solid to a gas without becoming a liquid. And so it's called 'dry ice'.

1 What part of speech is the word *exhale*? What do we do with CO_2 as we breathe?
2 What part of speech is the word *melt*? Ordinary ice changes into a liquid when it is warmed. What is that change called?
3 What part of speech is the word *solid*? The text refers to the three states in which substances can occur: solid, liquid, gas. What are those?

3 Match the words 1–3 to their definitions A–C.

1	exhale	A become liquid as a result of heating
2	melt	B a substance that is not in a form of a liquid or a gas
3	solid	C let out the air when you breathe

4 Read the extract from Exercise 2 again. Decide if the statements below are true (T) or false (F).

1 A common gas can take the form of 'dry ice' at very low temperatures.
2 Every kind of ice will melt if you warm it.

exam*task*

5 Read the text below. Decide if the statements 1–6 are true (T) or false (F).

1 Vitamin C stops fruit becoming oxidized.
2 Water remains in the ocean, but salt doesn't.
3 Water can stop an underwater volcano burning.
4 It is easy for our bodies to use the iron in breakfast cereals.
5 There are about three million skin cells on your body.
6 In danger, nervous reactions start in the body which can help you save yourself.

6 Match the highlighted words from the text to their definitions a–f.

a become a part of something else _____
b the smallest living unit _____
c put out (the fire) _____
d change into a gas or steam _____
e combine with oxygen _____
f mix with a liquid and become a part of it _____

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT... SCIENCE

Send in your questions to lizzie@scienceandtheworld.com

How does lemon juice help fruit stay fresh?
If you cut up apples or bananas and leave them in the air, they become brown. Why? Because chemicals in the fruit react with oxygen and are *oxidised*. The Vitamin C in lemons, however, can make this reaction happen more slowly, preserving the taste and the colour of the fruit.

Why is there salt in the sea?
As rivers flow over rocks and earth, small quantities of minerals enter the water and make it taste a little bit salty. This salty water then runs into the sea. There are two ways for water to escape from the sea: it can evaporate into the air or it can freeze into ice around the poles. However, the salt which is dissolved in the water can't escape, and so the seas just get saltier.

Can volcanos erupt under water?
Yes. Normally, fire needs oxygen in order to burn. If you tried to put a fire under water, it would receive no oxygen and could not burn. But underwater volcanoes don't need oxygen to burn because they're already so incredibly hot. The water can't extinguish the eruption because the heat immediately transforms it to steam.

Is the iron found in cereals and machines the same?
It is the same chemical and it comes from the same mineral. However, the iron which is added to cereals in the food-making process is in a form which our bodies can assimilate easily.

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7 **Use the words from Exercise 6 in the following sentences. Change the form when necessary.**

1 Forest fires can be very difficult to _____.
2 Some living organisms are so small that they consist of just one _____.
3 On a hot day, rain water _____ very quickly.
4 Babies can only eat food which is easy for them to _____.
5 Sugar _____ in water.
6 When metal rusts, it becomes _____.

8 **Read the following statements about science and technology. Tick (✓) the ones you agree with. Compare your answers in pairs. Give reasons.**

Everyone should learn something about science.

Science does not explain the most important things.

Thanks to science, we no longer believe a lot of nonsense.

People don't know how to use their own inventions well.

Science and technology have made people's lives better.

Science and technology have made people's lives worse.



An eruption of an underwater volcano is seen in the Pacific Ocean near the uninhabited Minami Iwojima Island, about 1.400km (870 miles) south of Tokyo July 3, 2005.

And the largest organ of the human body is...?
It's not the heart and it's not the stomach. Believe it or not, it's the skin! On every square centimetre of a human body there are approximately three million skin cells. All together the weight of your skin probably comes to about three kilos.

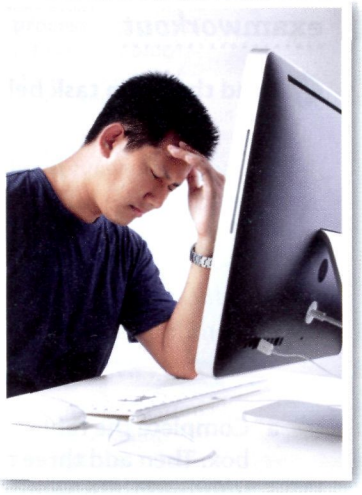
Why does your mouth become dry when you're nervous?
When you're nervous, your body automatically prepares to fight or to run away. This is an automatic reaction to danger. The nerves in your body are activated only if they help you fight or escape. Because eating is not considered to be important at this time (you don't feel like eating if a lion is trying to eat you), nerve signals are sent to your mouth telling it to stop producing saliva and so your mouth becomes dry.

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LISTENING 2

MULTIPLE CHOICE ◂◂ 14

1 **Describe the photo. Why do you think the man looks unhappy?**



examtask

2 **CD 2·37 You are going to hear a conversation about problems with a computer. For questions 1–6 choose the correct answer A–C.**

1 **Tony calls Michelle**
A to tell her about his project.
B to talk about exams.
C to invite her to dinner.

2 **Tony has problems**
A printing his project.
B emailing his project to his professor.
C connecting to the Internet.

3 **Which of these methods of solving the problem does Tony NOT try?**
A Restarting the computer.
B Reinstalling the software.
C Talking to his computer.

4 **Tony calls Michelle again in order to**
A tell her he is ill.
B ask her for advice about his computer problems.
C cancel their date.

5 **Tony**
A has downloaded a suspicious program.
B has opened a strange email.
C has not made a backup copy of his project.

6 **We can guess that Michelle**
A is angry with Tony.
B offers to come and help Tony.
C decides to go out with someone else.

3 **In pairs, ask and answer the following questions.**

- Have you ever had a similar problem to Tony's? What happened? What did you do?
- How do you feel about computers? Do you think they are great/awful/problematic but necessary?
- What do you use computers for?
- What do you usually do when you have a computer problem?

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SPEAKING

DISCUSSION ◂◂56

examworkout

1 Read the exam task below and do exercises a–c.

Discuss the ways in which people use electronic devices in the following areas of human life. Say what possible problems might be connected with them.
- education
- entertainment
- communication
- work

a Complete the table below with the ideas from the box. Then add three more ideas in each category.

online dictionaries game consoles
mobile phones Internet communicators
educational software data storage
Internet banking MP3 players

Education	Communication
_____	_____
_____	_____
Entertainment	**Work**
_____	_____
_____	_____

b Discuss the questions below with your partner and make notes which you could use while doing the exam task in Exercise 1.
- What electronic devices do people use in these areas of life? Why?
- What possible problems can be connected with using electronic devices?

c Do the exam task with your partner.

examtask

2 Work in pairs and do the exam task below.

Discuss the ways in which the Internet can be used in the following areas of human life. Say what possible problems might be connected with it.
- education
- entertainment
- communication
- work

3 Work in pairs and answer the follow-up questions below. One of you is a student and answers the questions, the other plays the role of the examiner.

Follow-up questions:
- What electronic devices do you find the most useful? Which of them do you use every day?
- Do you think people rely too much on technology nowadays?

WRITING

INFORMAL LETTER ◂◂49

examworkout

1 Read the exam task in Exercise 2 and do preparation exercises a–c.

a Complete the following sentences with the words from the box.

amazed/impressed interested interesting liked

1 The most _____ part was...
2 The thing I _____ best was...
3 I was especially _____ in...
4 I was really _____ by...

b Put these jumbled sentences in order.

1 you / here / wish / were
_____
2 you'd / love /sure / it / I'm
_____
3 not / a pity / it's / you're / me / here / with
_____
4 it's / you / the kind of thing / love / just
_____

c Circle the openings and endings that are appropriate in a postcard to a friend.

Dear Sir or Madam, Yours sincerely,
Hi! See you soon,
Love, All the best,
Hi Steve, Dear Jane,

examtask

2 Read the exam task below and write an email.

You are on a sightseeing trip in London. This is a part of an email you received from your English friend Peter.

... you visited the Science Museum in London, right? Did you like it? What exhibitions did you like best? I have always wanted to go there, there must be so many fascinating things to see and do! I think I could come to London at the weekend, would you like to go there with me one more time? Let me know because I need to book train tickets...

Write him an email answering all his questions.

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SCIENCE

assimilate /əˈsɪməleɪt/
cell /sel/
chemical element /ˈkemɪkəl ˈeləmənt/
chemical formula /ˈkemɪkəl ˈfɔːmjələ/
chemical reaction /ˈkemɪkəl riˈækʃən/
concentrated /ˈkɒnsəntreɪtɪd/
contain /kənˈteɪn/
development /dɪˈveləpmənt/
dissolve /dɪˈzɒlv/
earth /ɜːθ/
evaporate /ɪˈvæpəreɪt/
exhale /eksˈheɪl/
extinguish /ɪkˈstɪŋgwɪʃ/
freeze /friːz/
gas /gæs/
germs /dʒɜːmz/
gravity /ˈgrævəti/
immune system /ɪˈmjuːn ˈsɪstɪm/
knowledge /ˈnɒlɪdʒ/
liquid /ˈlɪkwɪd/
mass /mæs/
mathematical formula /mæθəˈmætɪkəl ˈfɔːmjələ/
melt /melt/
microbe /ˈmaɪkrəʊb/
mineral /ˈmɪnərəl/
molecule /ˈmɒlɪkjuːl/
multiply /ˈmʌltəplaɪ/
oxidise /ˈɒksədaɪz/
oxygen /ˈɒksɪdʒən/
rate /reɪt/
salt /ˈsɔːlt/
salty /ˈsɔːlti/
scientific /saɪənˈtɪfɪk/
scientific law /saɪənˈtɪfɪk lɔː/
scientific method /saɪənˈtɪfɪk ˈmeθəd/
scientific theory /saɪənˈtɪfɪk ˈθɪəri/
scientifically /saɪənˈtɪfɪkli/
scientist /ˈsaɪəntɪst/
solid /ˈsɒlɪd/
statistical data /stəˈtɪstɪkəl ˈdeɪtə/
statistically /stəˈtɪstɪkli/
statistics /stəˈtɪstɪks/
steam /stiːm/
vaccine /ˈvæksiːn/
vitamin /ˈvɪtəmən/

AREAS OF SCIENCE AND SCIENTISTS

archaeologist /ɑːkiˈɒlədʒɪst/
archaeology /ɑːkiˈɒlədʒi/
biologist /baɪˈɒlədʒəst/
biology /baɪˈɒlədʒi/
chemist /ˈkemɪst/
chemistry /ˈkeməstri/
computer science /kəmˈpjuːtə ˈsaɪəns/
economics /ekəˈnɒmɪks/
economist /ɪˈkɒnəmɪst/
engineer /endʒəˈnɪə/
engineering /endʒəˈnɪərɪŋ/
geneticist /dʒəˈnetɪsɪst/
genetics /dʒəˈnetɪks/
geologist /dʒiˈɒlədʒɪst/
geology /dʒiˈɒlədʒi/
linguist /ˈlɪŋgwɪst/
linguistics /lɪŋˈgwɪstɪks/
math (AmE) /mæθ/
mathematician /mæθəməˈtɪʃən/
mathematics /mæθəˈmætɪks/
maths /mæθs/
physicist /ˈfɪzɪsɪst/
physics /ˈfɪzɪks/
political science /pəˈlɪtɪkəl ˈsaɪəns/
political scientist /pəˈlɪtɪkəl ˈsaɪəntɪst/
psychologist /saɪˈkɒlədʒɪst/
psychology /saɪˈkɒlədʒi/
social science /ˈsəʊʃəl ˈsaɪəns/
social scientist /ˈsəʊʃəl ˈsaɪəntɪst/
sociologist /səʊsiˈɒlədʒɪst/
sociology /səʊsiˈɒlədʒi/

SCIENTISTS AT WORK

analyse /ˈænəlaɪz/
analysis /əˈnælɪsɪs/
conclusion /kənˈkluːʒən/
confirm a hypothesis /kənˈfɜːm ə haɪˈpɒθəsɪs/
confirm a theory /kənˈfɜːm ə ˈθɪəri/
connection /kəˈnekʃən/
determine /dɪˈtɜːmɪn/
discover /dɪsˈkʌvə/
discovery /dɪsˈkʌvəri/
duplicate /ˈdjuːplɪkeɪt/
evidence /ˈevɪdəns/
experiment /ɪkˈsperəmənt/
findings /ˈfaɪndɪŋz/
hypothesis /haɪˈpɒθəsɪs/
hypothesise /haɪˈpɒθəsaɪz/
invent /ɪnˈvent/
invention /ɪnˈvenʃən/
inventor /ɪnˈventə/
investigate /ɪnˈvestɪgeɪt/
lab /læb/
laboratory /ləˈbɒrətri/
link /lɪŋk/
make predictions /meɪk prɪˈdɪkʃəns/
observations /ɒbzəˈveɪʃəns/
observe /əbˈzɜːv/
predict /prɪˈdɪkt/
records /ˈrekɔːdz/
reject a hypothesis /rɪˈdʒekt ə haɪˈpɒθəsɪs/
reject a theory /rɪˈdʒekt ə ˈθɪəri/
reject an idea /rɪˈdʒekt ən aɪˈdɪə/
research /rɪˈsɜːtʃ/
researcher /riˈsɜːtʃə/
results /rɪˈzʌlts/
study /ˈstʌdi/
survey /ˈsɜːveɪ/
test /test/
theory /ˈθɪəri/

TECHNOLOGY

aerial /ˈeəriəl/
battery /ˈbætəri/
button /ˈbʌtn/
cable /ˈkeɪbəl/
device /dɪˈvaɪs/
digital /ˈdɪdʒətl/
electricity /ɪˌlekˈtrɪsəti/
electro-magnetic induction ring /ɪlektrəʊ mægˈnetɪk ɪnˈdʌkʃən rɪŋ/
electronic /elɪkˈtrɒnɪk/
estimate /ˈestɪmeɪt/
gadget /ˈgædʒɪt/
genetically modified food /dʒəˈnetɪkli mɒdəfaɪd fuːd/
GM food /dʒiː əm fuːd/
headphones /ˈhedfəʊnz/
internal combustion engine /ɪnˈtɜːnl kəmˈbʌstʃən ˈendʒɪn/
lens /lenz/
machine /məˈʃiːn/
manual /ˈmænjuəl/
mobile phone /ˈməʊbaɪl fəʊn/
motor /ˈməʊtə/
nuclear power /ˈnjuːkliə ˈpaʊə/
plug /plʌg/
remote control /rɪˈməʊt kənˈtrəʊl/
socket /ˈsɒkɪt/
sound /saʊnd/
switch off /swɪtʃ əf/
switch on /swɪtʃ ən/
technology /tekˈnɒlədʒi/
transform /trænsˈfɔːm/
transistor /trænˈzɪstə/
VCR /viː siː ɑːr/
video cassette recorder /ˈvɪdiəʊ kəˈset rɪˈkɔːdə/

COMPUTING

backup copy /ˈbækʌp ˈkɒpi/
CD /siː diː/
CD-ROM drive /siː diː rɒm draɪv/
click /klɪk/
computer program /kəmˈpjuːtə ˈprəʊgræm/
computer programmer /kəmˈpjuːtə ˈprəʊgræmə/
crash /kræʃ/
cursor /ˈkɜːsə/
data /ˈdeɪtə/
database /ˈdeɪtəbeɪs/
delete /dɪˈliːt/
document /ˈdɒkjəmənt/
double click /ˈdʌbəl klɪk/
download a file /daʊnˈləʊd ə faɪl/
download a program /daʊnˈləʊd ə ˈprəʊgræm/
download data /daʊnˈləʊd ˈdeɪtə/
DVD drive /diː viː diː draɪv/
error /ˈerə/
external memory /ɪkˈstɜːnl ˈmeməri/
file /faɪl/
flat screen monitor /flæt skriːn ˈmɒnɪtə/
floppy disk /ˈflɒpi dɪsk/
folder /ˈfəʊldə/
hard disk /hɑːd dɪsk/
icon /ˈaɪkɒn/
information technology /ɪnfəˈmeɪʃən tekˈnɒlədʒi/
IT /aɪ tiː/
keyboard /ˈkiːbɔːd/
laser printer /ˈleɪzə ˈprɪntə/
lose a document /luːz ə ˈdɒkjəmənt/
memory stick /ˈmeməri stɪk/
mouse /maʊs/
online /ɒnˈlaɪn/
open a document /ˈəʊpən ə ˈdɒkjəmənt/
open a file /ˈəʊpən ə faɪl/
open an email /ˈəʊpən ən ˈiːmeɪl/
PC /piː siː/
pendrive /pendraɪv/
personal computer /ˈpɜːsənəl kəmˈpjuːtə/
photocopier /fəʊtəʊˌkɒpiə/
print /prɪnt/
process /ˈprəʊses/
reboot /riːˈbuːt/
restart /riːˈstɑːt/
save /seɪv/
scanner /ˈskænə/
screen /skriːn/
software /ˈsɒftweə/
speakers /spiːkəz/
the Internet /ðə ˈɪntənet/
USB port /juː es biː pɔːt/
virus /ˈvaɪərəs/
website /ˈwebsaɪt/
wireless /ˈwaɪələs/

SPACE EXPLORATION

astronaut /ˈæstrənɔːt/
comet /ˈkɒmɪt/
in orbit /ɪn ˈɔːbɪt/
launch a rocket /lɔːntʃ ə ˈrɒkɪt/
launch a spacecraft /lɔːntʃ ə ˈspeɪskrɑːft/
meteor /ˈmiːtiə/
orbit /ˈɔːbɪt/
outer space /ˈaʊtə speɪs/
rocket /ˈrɒkɪt/
satellite /ˈsætəlaɪt/
space /speɪs/
space station /speɪs ˈsteɪʃən/
spacecraft /ˈspeɪskrɑːft/
spaceship /ˈspeɪsʃɪp/
universe /ˈjuːnəvɜːs/

USEFUL PHRASES

area of research /ˈeəriə əv rɪˈsɜːtʃ/
area of science /ˈeəriə əv ˈsaɪəns/
branch of science /brɑːntʃ əv ˈsaɪəns/
break down /breɪk daʊn/
carry out an experiment /ˈkæri aʊt ən ɪkˈsperəmənt/
carry out research /ˈkæri aʊt rɪˈsɜːtʃ/
come to the conclusion that... /kʌm tə ðə kənˈkluːʒən ðæt/
conduct an experiment /kənˈdʌkt ən ɪkˈsperəmənt/
conduct research /kənˈdʌkt rɪˈsɜːtʃ/
do an experiment /duː ən ɪkˈsperəmənt/
do research /duː rɪˈsɜːtʃ/
field of research /fiːld əv rɪˈsɜːtʃ/
field of science /fiːld əv ˈsaɪəns/
find out /faɪnd aʊt/
keep a record of... /kiːp ə ˈrekɔːd əv/
make a discovery /meɪk ə dɪsˈkʌvəri/
make a funny noise /meɪk ə ˈfʌni nɔɪz/
out of order /aʊt əv ˈɔːdə/
patent an invention /ˈpeɪtnt ən ɪnˈvenʃən/
press a button /pres ə ˈbʌtn/
specialise in /speʃəlaɪz ɪn/
surf the Internet /sɜːf ðə ˈɪntənet/
undertake research /ʌndəˈteɪk rɪˈsɜːtʃ/
win the Nobel Prize in... /wɪn ðə nəʊˈbel praɪz ɪn/

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UNIT 1 • PEOPLE, FAMILY AND SOCIAL LIFE

SPEAKING 2 – page 76

exam*workout*

1 CD 1·25 **Look at Picture A and listen to a student trying to describe it. What's his difficulty?**

2 **Answer the following questions. They will help you think of things to say about the picture.**

- Who is in the picture? What adjective(s) could you use to describe the people?
- What are they doing? And what are they *not* doing?
- Where are they?
- What is the relationship between the people?
- How are they feeling? Why do you think so?
- What do you think happened before?
- What are they thinking?

3 **Describe Picture A using your answers to the questions in Exercise 2. You should talk for about one minute.**

4 CD 1·26 **Listen to a model description. Were your ideas similar?**

exam*task*

5 **Look at Picture B and do the exam task below.**

Talk about the picture and say what kind of situation is depicted in it. Try to determine the relationship between the people and give your opinion on it.

6 **Look at pictures A and B and do the exam task below.**

Pictures A and B show people spending their free time together. Compare and contrast the pictures. Talk about where the people are, what they are doing and how they are feeling. Say what the general atmosphere is in both pictures and give your opinion on both situations.

7 **With your partner, talk together about what qualities a good friend should have.**

A





B

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UNIT 3 • SCHOOL

SPEAKING 2 – page 92

exam*workout*

1 CD 1·36 **Look at Picture A and complete the description with the verbs from the box in appropriate present tenses. Listen and check.** ▸▸ 174

concentrate enjoy help like prepare paint seem sit show

The photograph shows an art lesson at school. A girl [1]_____ a big yellow flower in a large oil picture. She [2]_____ really hard. I think she [3]_____ herself. The teacher [4]_____ her; he [5]_____ her something in the painting. Other students [6]_____ at their desks and drawing something. Perhaps they [7]_____ a school exhibition.
I think the teacher probably [8]_____ his job. He [9]_____ really interested in helping the students.

A



exam*task*

2 **Look at Picture B and do the exam task below.**

Talk about the picture and say what kind of situation is depicted in it. Try to determine the relationship between the people and give your opinion on it.

3 **Look at pictures A and B and do the exam task below.**

Pictures A and B show people learning in two different situations. Compare and contrast the pictures. Talk about where the people are, what they are doing and how they are feeling. Say what the general atmosphere is in both pictures and give your opinion on both situations.

4 **With your partner, talk together about the places and activities you like and dislike at school.**

B



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UNIT 5 • FOOD

SPEAKING 2 – page 108

exam*workout*

1 Look at the exam task in Exercise 2. Use tasks a-d to prepare your description.

a **Add adjectives to the following nouns describing people and things in the two pictures.**

- a group of _____ people
- _____ vegetables
- _____ weather
- _____ sandwiches
- _____ salad
- a _____ bowl
- _____ plates
- two _____ girls
- a bottle of _____ wine

b **Use the verbs in the box to complete the phrases below.**

slice have unpack pour

- ____ a snack
- ____ a tomato
- ____ the basket
- ____ a glass of wine

c **Match the phrases from a and b to the right picture: A or B.**

d **Write down at least two more verbs to describe what the people in each picture are doing.**

exam*task*

2 Choose one of the pictures and do the exam task below.

Talk about the picture and say what kind of situation is depicted in it. Try to determine the relationship between the people and give your opinion on it.

3 Look at pictures A and B and do the exam task below.

Pictures A and B show people eating and preparing food. Compare and contrast the pictures. Talk about where the people are, what they are doing and how they are feeling. Say what the general atmosphere is in both pictures and give your opinion on both situations.

4 With your partner, talk together about the kinds of food you like and where you like eating.

A



B



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UNIT 7 • TRAVELLING AND TOURISM

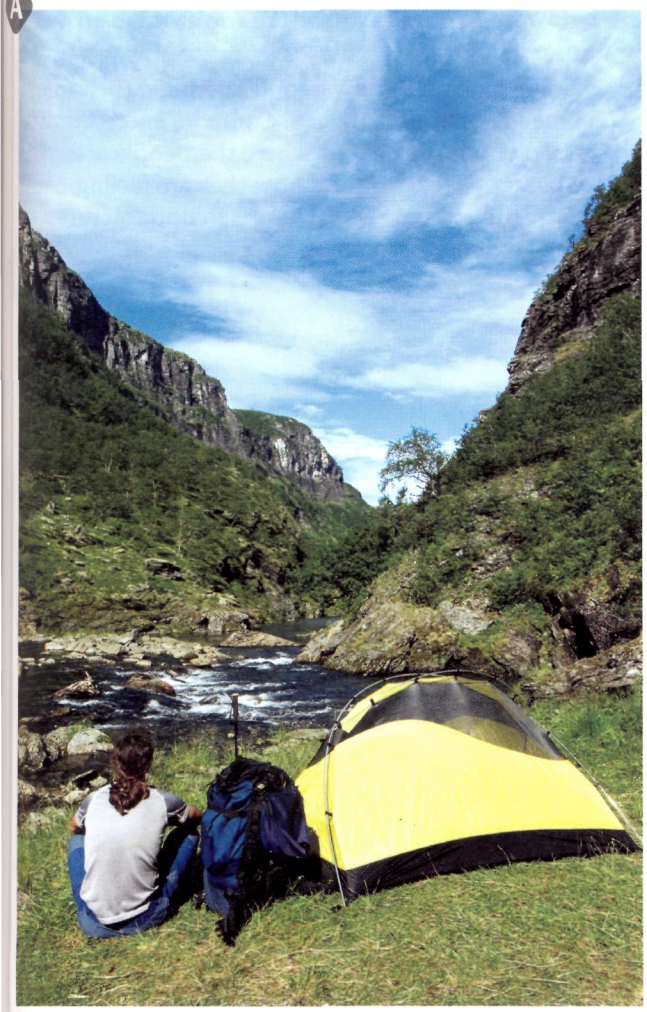
SPEAKING 2 – page 124

exam*workout*

1 CD 2·22 **Look at Picture A and listen to a student describing it. Do you think it's a good description? Why?/Why not?**

2 CD 2·23 **Listen to a second student describing the same picture. Which description is better? Why?**

A



exam*task*

3 **Look at Picture B and do the exam task below.**

Talk about the picture and say what kind of situation is depicted in it. Try to determine the relationship between the people and give your opinion on it.

4 **Look at pictures A and B and do the exam task below.**

Pictures A and B show people on holidays. Compare and contrast the pictures. Talk about where the people are, what they are doing and how they are feeling. Say what the general atmosphere is in both pictures and give your opinion on both situations.

5 **With your partner, talk together about the kinds of holiday you like and a trip you particularly enjoyed.**

B



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UNIT 8 • CULTURE AND FREE TIME

SPEAKING 2 - page 132

examworkout

1 Choose one of the pictures, A or B. Use tasks a–e to prepare your description.

a **Start by asking yourself three basic questions.**
- **Who**'s in the picture?
- **Where** is she?
- **What** is she doing?

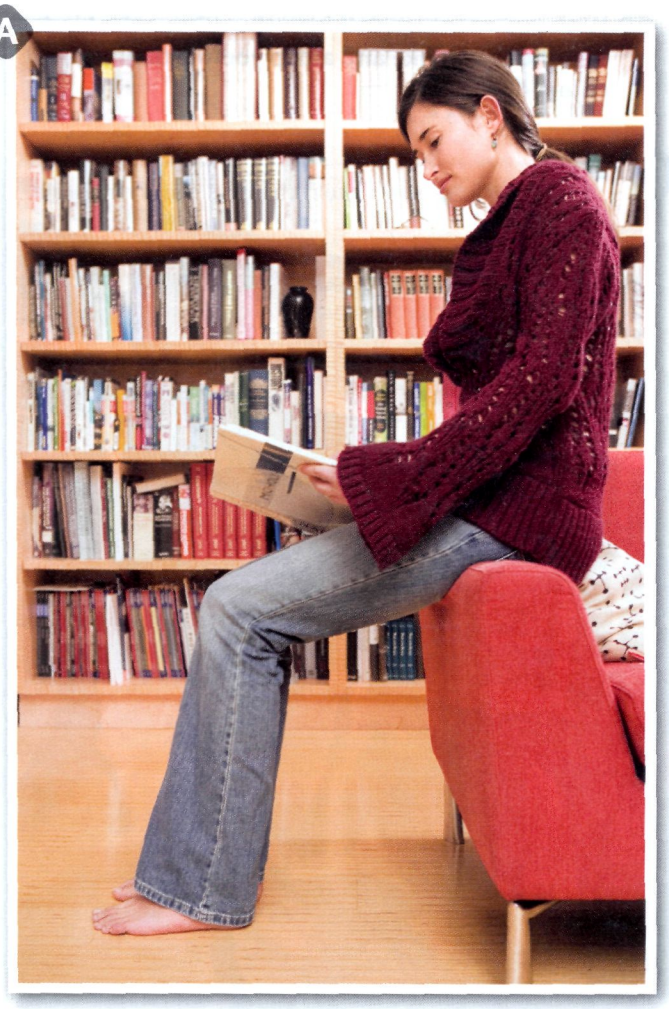
b **Describe the young woman's appearance.**
She's...
She's wearing...

c **What else can you see in the picture?**

d **What is the young woman interested in?**

e **What kind of person do you imagine she is?**

A



examtask

2 Choose one of the pictures and do the exam task below.

Talk about the picture and say what kind of situation is depicted in it. Say if you enjoy spending your free time in this way and give your opinion on the situation.

3 Look at pictures A and B and do the exam task below.

Pictures A and B show people spending their free time in two different ways. Compare and contrast the pictures. Talk about where the people are, what they are doing and how they are feeling. Say what the general atmosphere is in both pictures and give your opinion on both situations.

4 With your partner, talk together about cultural or creative activities you enjoy.

B



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UNIT 10 • HEALTH

SPEAKING 2 – page 148

exam*workout*

1 Look at the exam task in Exercise 2. Use tasks a–b to prepare your description.

a **Think of answers to these questions.**

- What is happening in each picture?
- What has happened?
- What's going to happen?

b **Match the phrases below to the correct picture: A or B. Some phrases match both pictures. Write the expressions in the boxes next to the pictures.**

car accident sport injury foul
paramedics stretcher opposite team
red card hospital play fair ambulance
traffic football pitch victim first aid

A



Picture A

exam*task*

2 Choose one of the pictures and do the exam task below.

Talk about the picture and say what kind of situation is depicted in it. Try to determine the relationship between the people and give your opinion on it.

3 Look at pictures A and B and do the exam task below.

Pictures A and B show people involved in accidents. Compare and contrast the pictures. Talk about where the people are and how they are feeling. Say what the general atmosphere is in both pictures and give your opinion on both situations.

4 With your partner, talk together about what you can do to stay healthy and fit.

B



Picture B

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EXTRA MATERIAL

QUIZZES ANSWER KEY

UNIT 1 · PEOPLE, FAMILY AND SOCIAL LIFE

LISTENING 2, EXERCISE 1, PAGE 75

The Ideal Boyfriend Test

1 A: 0 points, B: 5 points, C: 10 points.
2 A: 5 points, B: 0 points, C: 10 points.
3 A: 5 points, B: 10 points, C: 0 points.
4 A: 0 points, B: 5 points, C: 10 points.
5 A: 10 points, B: 5 points, C: 0 points.
6 A: 0 points, B: 10 points, C: 5 points.

Fewer than 20 points

You are a hopeless case. You just don't want to grow up and become an adult. You are never going to find a girlfriend unless she is really desperate. Change your ways or you will never know what it's like to have a real relationship.

20 to 40 points

You are not really hopeless, but you're immature and selfish and if you want to get on well with girls, you're going to have to change a lot of things and think about what makes them happy and how they have fun.

More than 40 points

If you were telling the truth when you answered the questions, then you are close to being an ideal boyfriend. If you haven't got a girlfriend now, then why not? There must be hundreds of girls who would just love to go out with you.

UNIT 4 · WORK

LISTENING 2, EXERCISE 1, PAGE 99

WHAT MAKES US HAPPY AT WORK

Top 10 in order

1 Friendly, supportive colleagues
2 Enjoyable work
3 Good boss or manager
4 Good work/life balance
5 Varied work
6 Doing something worthwhile
7 Making a difference
8 Part of a successful team
9 Achievements recognised
10 High salary

Source: Chiumento's Happiness at Work Index

UNIT 12 · SCIENCE AND TECHNOLOGY

LISTENING 1, EXERCISE 2, PAGE 161

In a national survey in the UK these were the British people's

TOP INVENTIONS SINCE 1800

1 Bicycle – 59%
2 Transistor – 8%
3 Electro-magnetic induction ring – 8%
4 Computer – 6%
5 Germ theory of infection – 5%
6 Radio – 5%
7 Internet – 4%

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GRAMMAR

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PRESENT SIMPLE

We use the **Present Simple**:

- to talk about things that happen repeatedly (routines, habits):

  *I often **finish** school at 4.30.*
  *Adam **visits** his grandparents every Tuesday.*

- to talk about things that are always true (general truths):

  *Air pressure **decreases** with height.*
  *Water **boils** at 100°C.*

- with verbs that express emotions (*hate, like, love*), activities of the mind (*believe, know, need, remember, seem, think, understand, want*) or senses (*feel, hear, see*). These are called stative or state verbs (see below).

  *He **doesn't want** to go there.*
  *I **need** your help with packing.*

TIME EXPRESSIONS (TIME ADVERBIALS) USED WITH THE PRESENT SIMPLE:

always, regularly, usually, often, sometimes, rarely, seldom, hardly ever, never, every day/week/month, once/twice/three times a week/month.

PRESENT CONTINUOUS

We use the **Present Continuous**:

- to talk about things that are happening now (at the time of speaking) or around the time when we speak:

  *She**'s taking** a shower **now**.* (at the moment of speaking)

  *They**'re studying** Ancient Greece **this semester**.* (around the moment of speaking, not necessarily right now)

- to express current changes:

  *More and more young women **are getting** married at later ages nowadays.*

  *The number of people studying Chinese **is growing** rapidly.*

TIME EXPRESSIONS (TIME ADVERBIALS) USED WITH THE PRESENT CONTINUOUS:

at the moment, (right) now, today, this morning/afternoon, this year, these days, at present.

STATIVE VERBS

- describe states and are <u>not</u> normally used in the Present Continuous (they don't take *–ing* form), even if they refer to things or states happening at the moment of speaking:

  *Do you **understand** what she means?*
  *I **don't believe** you.*

Some state verbs can be used both in the Present Simple and the Present Continuous tense depending on what they refer to:

*I **think** she's a very pretty girl.* (*think* here means *believe* and refers to a state)

*I**'m thinking** about my new job.* (*think* here means *consider* and refers to an activity)

DYNAMIC VERBS

- describe activities and can be used in the Present Simple and the Present Continuous tense:

  *I often **watch** TV.* (a habit)
  *I**'m watching** a western now.* (at the moment of speaking)

HAVE

The verb ***have*** can be used in the Present Simple and the Present Continuous tense.

- When ***have*** means *possess*, it refers to a state and can only be used in the Present Simple:

  *I **have got** a new car.* (*have* = *possess*)

  *She **has** two sisters.*

- When ***have*** refers to an activity (e.g. *have a bath, have a party, have a good time*), it can be used in the Present Simple and the Present Continuous:

  *On Saturdays we usually **have** lunch at home.* (*have* = *eat*, a routine)
  *I can't talk now. We **are** just **having** lunch.* (*have* = *eat*, at the moment of speaking)

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1 Read the situations and circle the correct verb form in each sentence.

1 You're talking about young people in your country.
More and more young people ***are going*** */* ***go*** *abroad to find work these days.*

2 You don't know why your friend is very quiet.
What ***are you thinking / do you think*** *about?*

3 You're talking to your English friend about the weather in your local area.
In winter it ***'s snowing / snows*** *here all the time.*

4 You're explaining to your friend why you can't go to the cinema with her.
I ***'m studying / study*** *for a very important exam.*

5 You're talking about your favourite ways of spending free time.
I ***'m enjoying / enjoy*** *discos and parties.*

2 Use the words in brackets and complete the sentences with the verbs in the *Present Simple* or *Present Continuous*.

a Tom says he can speak German, English and Spanish but [1] I don't believe (I/not believe) him. He [2] _____ (never/talk) to Carmela when [3] _____ (she/come) to visit us during the summer.

b [4] _____ (I/not think) [5] _____ (they/need) our help. Let's leave them alone – [6] _____ (they/do) fine.

c Listen to that! They [7] _____ (argue) again! [8] _____ (It/seem) like [9] _____ (they/have) a big argument every other day.

d Barbara [10] _____ (live) in this area until she can find a flat somewhere else. [11] _____ (she/not like) it here – it's noisy, dirty and [12] _____ (she/not feel) safe.

3 Complete the dialogues forming questions with the verbs in capitals.

1 **A:** What are you eating ?
B: A ham sandwich. EAT

2 **A:** Who _____ for ?
B: My girlfriend. And she's late again! WAIT

3 **A:** _____ tennis?
B: Yes, but not very well. PLAY

4 **A:** How many hours _____ ?
B: Usually not more than seven. WORK

5 **A:** What _____ ?
B: If you ask me, it's a very good idea. THINK

4 Complete the gaps with the verbs in brackets in the *Present Simple* or *Present Continuous*.

Hello Ruth!

I [1] 'm having (have) a great time here... It's really hot! Spanish lessons [2] _____ (go) well, and Andrea, my teacher [3] _____ (seem) really nice. I [4] _____ (understand) quite a lot now and I [5] _____ (get) to the stage where I can say some things. I [6] _____ (think) that it's helpful that I [7] _____ (learn) here rather than at school back home.
Other than that I [8] _____ (enjoy) myself very much. The area we [9] _____ (stay) in is rather tempting as there're so many posh shops and restaurants around... I [10] _____ (try) to resist buying too much. I can go out quite a lot, my lessons usually [11] _____ (start) at 10am so I [12] _____ (not have to) get up early, which is great when tasting the nightlife. You know me, I [13] _____ (like) partying.
Anyway I [14] _____ (need) to go. Hope you're well and not too cold back at home! Keep in touch!

Seeta xxx

EXAM PRACTICE

5 Read the text in which somebody compares and contrasts two photographs. Complete the gaps with the verbs in brackets in the *Present Simple* or *Present Continuous*.

Both pictures show people at the seaside. In the first picture I can see four people on the beach. A middle-aged man [1] is holding (hold) a little girl, who [2] _____ (not want) to go in the water. I guess she [3] _____ (hate) water and that's why she [4] _____ (cry). Two other boys [5] _____ (build) a sandcastle on the beach.
There are only two people in the other picture and they are both in the sea. I can see a teenage boy who [6] _____ (wear) red trunks and a swimming cap. The boy [7] _____ (play) with a dog and they both [8] _____ (seem) very happy. In the distance I can see one more person, probably a man. He [9] _____ (swim). I [10] _____ (think) all the people in the two pictures are on holiday and they [11] _____ (have) a good time.

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PAST SIMPLE

We use the **Past Simple**:

- to talk about actions or situations which happened and finished in the past:

  *He **sold** his car yesterday.*

  *During our last class we **asked** him many questions.*

- to talk about actions/events which happened in the past one after another (we often use the Past Simple in stories):

  *Ann **finished** her homework and **went** to visit her friend.*

  *I **switched off** the computer and **locked** the door.*

TIME EXPRESSIONS (TIME ADVERBIALS) USED WITH THE PAST SIMPLE:

yesterday (morning/evening), last (year/month/week/Friday/night), in (January/1966/the 1970s), (two days/a week/ten years) ago, when I was (12/young), one (day/morning)

PAST CONTINUOUS

We use the **Past Continuous**:

- to describe actions in progress at a certain time in the past:

  *They **were waiting** for us in front of the cinema.*

  *At midnight I **was** still **tossing** and **turning** in my bed.*

- to talk about temporary situations or habits in the past:

  *At that time Bethany **was studying** law at Cambridge.*
  ***Were** you **living** on your own when you were a student?*

- to talk about actions or situations in the past during which shorter events happened (for these we use the Past Simple):

  *Mark and Ruth **were dancing** when I came in.*

  *Somebody knocked on the door while I **was arguing** with my sister.*

For **complete finished states or actions**, we normally use the Past Simple, and not the Past Continuous, even if these events happened repeatedly or lasted for a longer time:

*Even if she was in a bad mood, she **tried** (NOT ~~was trying~~) to joke with us.*
*We **went** (NOT ~~were going~~) to the park every day last week.*

PAST PERFECT

We use the **Past Perfect**:

- when we talk about the past events in non-chronological order (the Past Perfect is used to express an event or situation which happened before other past events expressed in the Past Simple):

  *On the way to school I remembered that I **had left** my history book at home.* (the second event happened before the first = first I left the book, then I remembered

  *When we got home, everybody **had** already **gone** to sleep.* (the second event happened before the first = first everybody went to sleep, then we got home)

USED TO

We use ***used to***:

- to talk about states (e.g. *be, have, believe, like*) and actions which were true or happened regularly in the past, but are not true or don't happen regularly now:

  *Tom **used to** read a lot.* (he doesn't do it any more or doesn't read that much now)

  *You **didn't use to** be so talkative.* (now it's different = you're talkative now)

When we talk about states and actions which did not happen regularly or we don't want to emphasize a change in relation to the past, we use the Past Simple:

*Once I **slipped** on a banana skin.* (it happened only once, not regularly)

*She **earned** a lot of money.* (we don't know if now she still earns a lot)

The structure ***used to*** refers only to past habits. We cannot use it for habits or actions happening regularly in the present. They are expressed by the Present Simple:

*I **used to play** tennis on Mondays.* (past habit)

*I **play** (NOT ~~use to play~~) tennis on Mondays.* (present habit)

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1 Circle the option which has a similar meaning to the original sentence. Explain your choice.

1 **When we got to the cinema, the film had started.**
- a We watched the beginning of the film.
- (b) We missed the beginning of the film.

2 **She used to smoke when she was younger.**
- a She doesn't smoke now.
- b She smokes now, too.

3 **I switched off the lights and went home.**
- a I switched off the lights at home.
- b I switched off the lights in some other place.

4 **I painted a picture while she was reading a newspaper.**
- a Painting a picture took more time than reading a newspaper.
- b Reading a newspaper took more time than painting a picture.

5 **They had been on the plane for two hours when the sun set.**
- a Their plane took off after sunset.
- b Their plane took off before sunset.

6 **When you called, Tom was taking a shower.**
- a Tom started the shower before you called.
- b You called before Tom started the shower.

2 Using the word in capitals write the second sentence so that it has a similar meaning to the first sentence.

1 It was John's first time on the plane. BEFORE
John had never been on the plane before.

2 Robert finished writing his essay and then he went out with his friends. WHEN
_____

3 I walked into the classroom in the middle of her conversation with the teacher. WAS
_____

4 I don't see Gill as often as before. USED
_____

5 Brenda felt sick from eating three bars of chocolate. BECAUSE
_____

6 We were both very busy yesterday evening: me with my Maths homework and Joanna with the ironing. WHILE
_____

7 The Perkins are very rich now but this was not the case before. DIDN'T
_____

EXAM PRACTICE

3 The letter below is a sample answer to an exam task. Read it and complete the gaps with the verbs in brackets in the correct tense (*Past Simple, Past Continuous, Past Perfect*), or use the structure *used to*.

Dear Janet,

I promised to tell you all about Adam, so here is our story.
One night I [1] *was trying* (try) to finish my project when I [2] _____ (receive) an instant message from some guy. He [3] _____ (claim) that we [4] _____ (meet) at a party. I [5] _____ (not remember) that. But he was the funniest person I [6] _____ (ever/encounter) on the Net, so we just [7] _____ (keep) talking and at the end [8] _____ (exchange) our phone numbers.

At that time I [9] _____ (live) in Prague and Adam [10] _____ (study) in Budapest. We [11] _____ (only/know) each other for two weeks when he [12] _____ (invite) me to spend the weekend in his city. I [13] _____ (know) Budapest quite well because I [14] _____ (go) there on school trips as a child.

When I [15] _____ (arrive) in Budapest, Adam [16] _____ (wait) for me at the station. By Sunday evening I [17] _____ (know) that I [18] _____ (bump) into Mr Right on the internet.

From then on, we [19] _____ (speak) on Skype every day. Only three months [20] _____ (pass) before I [21] _____ (decide) to move to Budapest. I can't believe now I [22] _____ (think) that Internet dating was only for desperate, lonely people!

How are things with you?

Lots of love,

Éva

4 Look at the instructions for the exam task below. Match the bulleted points to the proper sections of the letter above.

Your English friend Janet visited you four months ago in Prague. But now you have a new boyfriend and you have recently moved to Budapest. Write a letter to Janet, in which you will:
- explain how you met Adam
- describe how the relationship developed
- give some details of your visit to Budapest

Begin like this: *Dear Janet,*

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PRESENT PERFECT SIMPLE

We use the **Present Perfect Simple** to talk about activities and events:

- which happened not long ago and have results/ consequences now:

  *I **have passed** my biology exam!* (and that's why I'm so happy now)

  *She **has lost** her student ID card.* (and that's why she needs a new one)

  They have won a lot of money. (and that's why they can afford to buy a new house)

- which happened in the past, but we don't know or we are not interested in when exactly they happened:

  *She **has been** to Paris three times.* (in her life, it doesn't matter when exactly)

  *I **have taken** part in many international competitions.* (it doesn't matter when)

  *Robert **has studied** international relations.* (it is not important when he did it)

We often use the **Present Perfect Simple** with the time adverbials *already, just* and *yet*:

- ***already*** and ***just*** are used in affirmative sentences:

  *She's **already** done her homework.*

  *I have **just** finished cooking.*

- ***ever*** is used in questions:

  *Have you **ever** been to England?*

  *Has Dave **ever** called you back?*

- ***yet*** is used in negative sentences and questions:

  *I haven't told him **yet**.*

  *Have you prepared your presentation **yet**?*

PRESENT PERFECT CONTINUOUS

We use the **Present Perfect Continuous** to talk about activities:

- which started in the past and continue up to now:

  *My mother **has been teaching** in this school since 2005.* (she's still teaching in this school)

  *We **have been learning** Spanish for three years.* (we're still learning it)

- from the recent past which have results/consequences in the present:

  *I feel exhausted. I **have been working** in the garden all day.* (that's why I'm so tired)

  *Look at them! I'm sure they **have been arguing**.* (that's why they look angrily at each other)

We use **since** and **for** to answer the question *How long ...?*

How long have you been skiing? → ***Since** last winter.*

How long has she known Claire? → ***For** four years.*

We use ***since*** to talk about the moment (a point in time) when the activity started:

since (1987/Tuesday/last winter/his birthday/ yesterday)

We use ***for*** to talk about the period of time/the length of the time the activity has taken:

for (five minutes/two months/most of my life/a long time/ages)

We use Present Perfect Simple to focus on the result of an activity (especially when answering the question *How much?* or *How many?*). We use the Present Perfect Continuous to focus on the activity itself (especially when answering the question *How long?*):

*I**'ve read** five articles about global warming.* (focus on the result of activity – *five articles*)

*I**'ve been reading** a lot about global warming recently.* (focus on the activity itself – *reading*)

*They **have played** three matches.* (How many? → *three matches*)

*They **have been playing** all evening.* (How long? → *all evening*)

With stative verbs (*e.g. know, have, understand, believe, like*) we can only use the Present Perfect Simple:

*I **have known** him for three years.*

*She**'s had** this watch since March.*

*My parents **have** always **liked** coffee.*

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1 Match the beginnings of sentences with correct endings.

A

1 She has been baking — a three cakes so far.
2 She has baked — 1 b for two hours.

B

1 They've been living in Bath — a since October.
2 They've lived here — b all their life.

C

1 I've been writing — a this essay since 2 o'clock.
2 I've written — b five pages.

D

1 You've been eating — a all my sweets.
2 You've eaten — b too many sweets recently.

2 Read the situations and circle the correct form of *Present Perfect* in each sentence.

1 You're waiting for your girlfriend. It's raining and you're not sure if you want to wait for her any longer.
I've ***waited*** */* ***been waiting*** *for over an hour – I'm completely soaked. Perhaps I should just go home.*

2 Your best friend is learning to drive. She wants to take her driving test soon.
How many driving lessons have you ***had / been having****?*

3 You come into your younger sister's bedroom and see that she's crying.
What's ***happened / been happening****?*

4 You're talking to your friend from school. You've never seen him with glasses on before.
How long have you ***worn / been wearing*** *glasses?*

5 You're talking with some friends about your favourite team games.
I love basketball. I've ***played / been playing*** *it three times this week.*

6 You're gossiping about other people with your best friend.
Tom's ***seen / been seeing*** *a lot of Anna recently.*

7 Somebody says that you look very tired.
I've ***ironed / been ironing*** *all afternoon.*

3 Complete the gaps with the verbs in brackets in the *Present Perfect Simple* or *Present Perfect Continuous*.

1 Robert has taken (take) many photographs on our school trip.
2 We _____ (learn) most of the geometrical shapes.
3 I'm sure she _____ (cry). What's the matter?
4 It _____ (rain) here since Monday.
5 That's enough! You _____ (annoy) me all day.
6 I _____ (know) him for years.
7 No wonder they are exhausted. They _____ (clear) out the attic for five hours.
8 Barbara _____ (have) this teddy bear since she was two.

4 All sentences below contain grammatical mistakes. Find them and write the sentences correctly.

1 Pete ~~has been winning~~ the chess championship four times.
Pete has won the chess championship four times.
2 I haven't visited my grandmother since a long time.
_____
3 My brother always liked strawberry ice-cream.
_____
4 Dave and Caroline are married for five years.
_____
5 How many times have you been running in a marathon?
_____
6 She's had these skis for last winter.
_____
7 How long are you sitting here?
_____

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5 **Read the messages posted on the internet forum related to smoking. Circle the correct verb forms.**

a I [1]*tried* / *have been trying* to quit smoking for a long time now, but [2]*have failed* / *have been failing* a number of times. I [3]*don't know* / *didn't know* what to do. It's a battle. Can anybody help?

b I [4]*have passed* / *passed* the two month anniversary without smoking. Just wanted to tell you that I [5]*do* / *am doing* GREAT. It makes me feel good to say, 'I [6]*am not smoking* / *don't smoke*.' Thank you very much for all your advice. It [7]*has worked* / *had worked*!

c I [8]*am* / *have been* smoke-free for over a month. It can be done! Smoking over a pack a day for 10+ years? Just think about the harm you [9]*were doing* / *have been doing* to people around you for all this time. Think and do something now! And say hello to the rest of your life. I [10]*have* / *had* and it feels great!

6 **Complete the dialogue with the verbs in brackets in the *Present Simple, Present Continuous, Past Simple, Present Perfect* or *Present Perfect Continuous*.**

Mum: Henry, [1] Are you doing (you/do) anything important? I could do with some help with lunch.

Henry: Can't now, Mum. [2]_____ (I/look for) my collection of toy soldiers for about an hour but [3]_____ (I/found) only three.

Mum: What [4]_____ (you/need) your soldier collection for now? You [5]_____ (you/have) it for years but I don't remember when [6]_____ (you/last/play) with it.

Henry: Well, [7]_____ (we/study) the Second World War at school recently and [8]_____ (I/think) of preparing a presentation about it.

Mum: [9]_____ (that/sound) like a good idea. But how [10]_____ (you/want) to use your toy soldiers?

Henry: [11]_____ (I/not think) it over yet. But I might use them to present a typical Second World War soldier's uniform. What [12]_____ (you/think), Mum?

Mum: Well, I'm not sure, Henry. [13]_____ (they/seem) too small to me. [14]_____ (you/use) them for a class presentation before?

Henry: No ... . But recently [15]_____ (Sam/bring) his animal toy collection to school a couple of times. Once it was for our science class and [16]_____ (everybody/like) his presentation.

Mum: In that case I can't see why not. Oh, I need to go and check on our lunch. I can't believe [17]_____ (we/talk) for over ten minutes!

EXAM PRACTICE

7 **The email below is a sample answer to an exam task. Read it and complete the gaps using the verbs in brackets in the correct tense.**

Hi Jane,

I'm sorry I [1] haven't tidied up (not tidy up) our room today. I [2]_____ (shop) for a birthday present for my sister all day and I [3]_____ (not find) anything!

Don't be angry with me, Jane. I [4]_____ (already/clean) our room twice this week. Your task is to buy fresh milk and bread every other day, remember? And how many times [5]_____ (you/do) that so far? Not even once! And I [6]_____ (never/say) a word against you, while you [7]_____ (complain) since we started sharing the room. It's really not fair! I apologise but I expect you will start taking your duties seriously too.

Best regards,

Kristof

8 **Look at the exam task below. Match the bullets to the appropriate parts of the email above.**

You study English in Oxford. You didn't have a chance to talk to your English roommate before she left for holidays in the morning. She has just sent you an email:

From: jane@com.com

I was really annoyed to find the flat in such a mess. Remember that it's your duty to clean up the room every other day! I always do my duties and I expect the same from you. What's going on?

Write her an email in which you:

- explain why you didn't clean up
- remind her that she also sometimes forgets to do her duties
- apologise and suggest a resolution

Begin your email like this: *Hi Jane,*

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GRAMMAR · THE FUTURE

FUTURE SIMPLE

We use ***will/won't* + infinitive** without *to*:

- to express a prediction based on opinions, beliefs or experience:

  *I'm sure your German teacher **will be** disappointed that you've decided not to study German at university after all.* (prediction based on my belief)

  *They **will come** late, as always.* (prediction based on my experience – they always come late)

- to talk about a decision made at the moment of speaking:

  ***I'll open** the door.* (decision made at the moment of speaking)

  *Ok, **I'll tell** you everything.* (decision made at the moment of speaking)

- to express a promise or intention:

  ***I'll help** you if you want.*

  ***I'll** never **leave** you.*

FUTURE CONTINUOUS

We use ***will/won't* + *be* + *ing***:

- to talk about activities which will be in progress at a certain time in the future:

  *I **will be driving** to Riga at 10 o'clock tonight.*
  ***Will** you still **be working** on your essay at 11 p.m.?*

- to talk about future events which are very likely to happen or activities which happen as a routine:

  *They'**ll be staying** with their family.* (they always do that)

  ***I'll be going** to the supermarket on Saturday so I can pick up some charcoal for the barbecue.* (on Saturdays at that time I usually go to the supermarket)

- to ask about people's plans when we want something or want someone to do something:

  ***Will** you **be using** your computer today?* (because I'd like to work on it)

  ***Will** you **be going** to the town centre tomorrow?* (because I'd like you to give me a lift)

STATIVE VERBS

Stative verbs (*be, know, believe, forget, like, want*) do not take *–ing*:

*Will you be travelling on your own, or **will you want to** go with some friends?*

*This time tomorrow I **will know** the exam results.*

BE GOING TO

We use ***be going to***:

- to talk about plans and intentions which may still change:

  *Barbara **is going to become** a scientist.* (but it may change)

  *They **are going to spend** the weekend at home.* (but they still might change their plans)

- to express a prediction based on something we know or can observe now:

  *It'**s going to be** a long day for me.* (I know how many things I need to do)

  *Look at this boy! He **is going to fall off** the horse!* (I can see that the horse has tripped over a stone)

PRESENT CONTINUOUS

We use the **Present Continuous**:

- to talk about future events we have already arranged. We often specify the date, time and/or the place:

  *They **are flying** to New York on Monday.* (they have already bought the tickets)

  *I can't come tomorrow. **I'm studying** for my history exam with Robert.* (we've already arranged to study together tomorrow)

PRESENT SIMPLE

We use the **Present Simple**:

- when we talk about future events and refer to timetables, schedules, routines, dates, etc.:

  *My train tomorrow **leaves** at 3.30 p.m.*

  *Easter **falls** at the end of March next year.*

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1 Which form expressing the future should be used by the following people?

1 A high school graduate talking about his future plans:
*I **will study** / (**am going to study**) / **am studying** law at Warsaw University.*

2 A little boy talking to his father and trying to avoid punishment for what he has done:
*I promise I **won't do / am not going to do / am not doing** it again!*

3 A girl on the phone arranging a blind date for the next day:
*I **wear / will be wearing / am wearing** a blue dress and high-heeled shoes.*

4 A school teacher giving some information to her pupils:
*Next term **is starting / will start / starts** on 12 February.*

5 A man who can see a woman trying to get on the bus with a pushchair:
*Wait a second, I **will help / am going to help / am helping** you.*

6 Somebody watching a man climbing a wobbly ladder to get to the roof of the building:
*Oh no! He **will be falling / is going to fall / will fall.***

7 A six-year-old girl talking about her birthday party scheduled for the next day:
*I **have / am having / will have** my birthday party at McDonalds.*

2 Complete the gaps with the correct form of the verbs in brackets expressing the future.

1 Tonight? No problem, I can come – I 'm not doing (not do) anything important.

2 Dave and Robin _____ (get married) on 14 July. Have you been invited?

3 Look at the sky. It _____ (rain) any minute.

4 I think Mark _____ (never/pass) the driving test. It is completely beyond him!

5 This time tomorrow we _____ (lie) on one of the most beautiful beaches in Brazil.

6 We'll have plenty of time in Madrid – our plane _____ (depart) at 11p.m.

7 Don't give little Ruth so many potatoes. She _____ (not eat) them.

3 The future forms used in the situations below are wrong. Find the mistakes and write the sentences correctly.

1 Your friend has asked you to go to the cinema with him. He's already bought the tickets.
We'll go to the cinema tonight.
We're going to the cinema tonight.

2 You're offering your Mum some help with making lunch.
I'm preparing the salad and dressing.
_____

3 You're talking about your holiday arrangements.
We will travel through Budapest on the way back so we could always call in on Franciska.
_____

4 You're talking about your future plans.
I will become a secondary school teacher.
_____

5 You're asking your friend about the end of the school year.
When will the school year finish?
_____

6 You're sharing the latest news about your sister with your best friend.
My sister will have a baby in May.
_____

EXAM PRACTICE

4 The email below is a sample answer to an exam task. Read it and circle the correct future forms.

Hi Chris,

Thanks for letting me know that you [1]*will come* / (*are coming*) to Kiev next week. That's really great news.

[2]*Are you coming / Will you come* on your own or with some friends? You know that you can always stay with us – there's plenty of room.

So that's Monday the 13th, is that right? [3]*Does your uncle wait / Will your uncle be waiting* for you at the airport? Or do you want me to pick you up? No problem. What time [4]*will you arrive / are you arriving* in Kiev? Let me know.

I'll have a lot of time next week because my new term [5]*will start / starts* on the 20th.

Looking forward to seeing you soon,

Josef

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CONDITIONALS · ZERO/FIRST/SECOND CONDITIONAL

Zero Conditional

We use the Zero Conditional (*If* + Present Simple, Present Simple) to talk about facts, rules and situations which are always true (one thing always follows the other):

*Snow **melts** if/when you **heat** it.* (this is what always happens)

*If/When you **eat** too many sweets, you **get** fat.*

*If/When you **press** this button, the computer **comes** on.*

First Conditional

We use the First Conditional (*If* + Present Simple, *will* + infinitive without *to*) to talk about possible future events which depend on other events happening in the future:

*If you **study** hard all year, you'**ll pass** your exams.* (passing exams in the future depends on studying)

*She'**ll** help you if she **has** more time tomorrow.*

*If the weather **is** fine, we'**ll go** to the beach.*

Second Conditional

We use the Second Conditional (*If* + Past Simple, *would* + infinitive without *to*) to talk about unreal, impossible or unlikely situations in the present or in the future;

*If I **had** your figure, I **would become** a model.* (but I don't have your figure and I think it's unlikely)

*We **wouldn't be** late for school every day if she **got up** ten minutes earlier.* (but she doesn't get up 10 minutes earlier)

*If Tom **were** taller, he **would play** basketball much better.* (but Tom is not taller)

*If I **knew** her telephone number, I **would call** her.* (but I don't know her telephone number)

In conditional sentences instead of *if* we can also use: *when (if something is sure to happen), provided that, as soon as, as long as, unless (= if not)*:

*I'll switch on the light **when** it gets dark.*

*He'll lend you his car **provided that** you bring it back tomorrow.*

*They'll call us **as soon as** their plane lands.*

*I'll help you with maths **as long as** you help me to write my English essay.*

*She won't let me watch TV **unless** I tidy up my room first.* (She won't let me watch TV if I don't tidy up my room first.)

In the Second Conditional sentences after *I, he, she* and *it* we can use both ***was*** and ***were***. *Were* is more common than *was* in a written and formal language:

*If he **was/were** more ambitious, he would apply for a more challenging position.*

1 Circle the option which has a similar meaning to the original sentence. Explain your choice.

1 **If it snows heavily, we won't go skiing.**
   (a) It might snow heavily.
   b It doesn't snow.

2 **If she was interested, she wouldn't keep cancelling dates with you.**
   a She might be interested.
   b She isn't interested.

3 **If I had a lot of money, I still wouldn't give up my job.**
   a I might have a lot of money.
   b I don't have a lot of money.

4 **If they needed your help, they would call you.**
   a They might need your help.
   b They don't need your help.

5 **If my boss wants me to work on Saturday, I'll say 'No'.**
   a My boss might want me to work on Saturday.
   b My boss doesn't want me to work on Saturday.

2 Unjumble the sentences to form conditional sentences.

1 would / could / us / if / about / speak / humans / animals / they / complain
   If animals *could speak, they would complain about us humans*.

2 take / you / aspirin / will / down / feel / if / better / an / you / lie / and
   You _____.

3 them / rude / and / if / him / people / ignores / he / are / to / calm / stays
   If people _____.

4 didn't / she / take / breathing / jogging / problems / have / she / would / up / if
   She _____.

5 school / if / hurry / late / Tom / we / be / doesn't / up / will / for
   If Tom _____.

6 apologise / I / her / were / to / you / I / wouldn't / if
   I _____.

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3 Circle the correct verb form in each sentence.

1 If I go to bed after midnight, I *am always* / *'ll always be* / *would always be* tired in the morning.

2 I *don't* / *won't* / *wouldn't* tell you anything if you can't keep a secret.

3 If he could speak good English, he *finds* / *will find* / *would find* a well-paid job in London.

4 I *don't* / *won't* / *wouldn't* trust these people if I were you.

5 George *comes* / *will come* / *would come* if you promise not to talk about school all the time.

6 If plants don't have enough water, they *die* / *will die* / *would die*.

7 *Is it* / *Will it* / *Would it* be all right if I used your mobile phone?

4 Which of the conditional sentences would probably be used by the following people?

1 **The best student in class.**
- a If I pass the test, I don't have to study at the weekend.
- b If I pass the test, I won't have to study at the weekend.
- c If I passed the test, I wouldn't have to study at the weekend.

2 **Somebody who works all Saturdays.**
- a I help you if I'm free on Saturday.
- b I'll help you if I'm free on Saturday.
- c I'd help you if I were free on Saturday.

3 **One of the candidates to a local government.**
- a If I am elected, I try to make the public transport in our city better.
- b If I am elected, I'll try to make the public transport in our city better.
- c If I was elected, I'd try to make the public transport in our city better.

4 **A member of the worst basketball team at school.**
- a If we win all the matches, we have a big party.
- b If we win all the matches, we'll have a big party.
- c If we won all the matches, we'd have a big party.

5 **A 70-year-old woman who comes from a long living family.**
- a If I live to be 80, I'm still very active.
- b If I live to be 80, I'll still be very active.
- c If I lived to be 80, I'd still be very active.

5 Complete the gaps with the verbs in brackets to form correct conditional sentences (the Zero Conditional, the First Conditional or the Second Conditional).

1 If you _aren't_ (not be) careful, you'll burn yourself.

2 Would you go to the headmaster if they _____ (start) bullying you again?

3 I _____ (not lend) him any money even if I had some.

4 If she _____ (have) a choice, she always chooses ice cream for pudding.

5 I would be so happy if he _____ (ask) me out.

6 If you heat ice, it _____ (turn) to water.

7 What will you do if she _____ (decide) not to come after all?

8 It's very simple, kids: if you _____ (not behave) properly, you don't get your treat.

9 Would you know what to do if you _____ (lose) your passport on holiday abroad?

10 If Tom invites me to his party, I _____ (not accept) his invitation.

6 Read the situations and form correct conditional sentences (use the First Conditional or the Second Conditional).

1 Steven is not tall, so he doesn't play basketball well.
If Steven was/were taller, he would play basketball well.

2 We might have some more sweets. If so, we want to share them among the kids.
_____
_____

3 Sarah wants to ask her boss for a pay rise, but she's worried about making him angry.
_____
_____

4 I'm upset because I have to help my mother with the housework and I can't go to the cinema with my friends.
_____
_____

5 I think you should call a taxi now. The alternative is to walk there.
_____
_____

6 I don't think Southampton FC will win this match. The winner gets promoted to the Premiership.
_____
_____

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7 Complete the gaps with the correct forms of the verbs in brackets. Then answer the questions using conditional sentences (the Zero Conditional, the First Conditional or the Second Conditional).

1 What would you do if you _found_ (find) a lot of money in the street?
If I found a lot of money in the street, I would go on a long holiday.

2 What will you talk about if your English teacher _____ (ask) you to prepare a presentation?
_____
_____

3 What would happen if there _____ (be) no grades at school?
_____
_____

4 What do you usually do if you _____ (get) very angry?
_____
_____

5 What will you do if it _____ (rain) all day on Saturday?
_____
_____

6 What would you do if you _____ (see) someone stealing something in the supermarket?
_____
_____

7 What do you do if you _____ (have) problems falling asleep?
_____
_____

EXAM PRACTICE

8 Read the email below and complete the gaps with the correct form of the verb in brackets.

Hi Bridget,

That's good news about this good looking guy, but do you really want to go? If I [1] _were_ (be) you, I [2] _____ (not accept) the invitation. It's just too risky. If you [3] _____ (go) to a disco with strangers, anything can happen. You simply don't do things like that. And what [4] _____ (you/do) if you [5] _____ (want) to go back home and he and his friends [6] _____ (feel) like dancing all night? How are you going to get home on your own?

You [7] _____ (do) what you want, of course. But it's always better to be safe than sorry so just to be on the safe side I [8] _____ (take) a mobile phone and some money for a taxi.

Sorry if I sound like your Mum -:)

Take care,

Klara

9 Look at the exam task below. Match the bullets to the proper sections of the email above.

While you were in Ireland last summer you met Bridget and since then you have become really good friends. Bridget has recently visited you and you have just received an email from her in which she wrote:

Thanks again for a wonderful time in your city. I loved it! Guess what happened yesterday on the plane home! I met the most good looking and intelligent guy. And we're going to the disco with his friends on Saturday! I'll keep you posted.

Write her an email in which you:
- express your surprise that Bridget wants to go out with complete strangers
- speculate what could happen
- make some suggestions

Begin your email like this: *Hi Bridget,*

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GRAMMAR · THERE IS/IT IS

THERE IS/ARE

We use **there + be** to say that something exists or does not exist in some place:

There is *water on the floor.*

There are *ten boys in my class.*

There isn't *any cheese in the fridge.*

There aren't *any tickets left.*

The form of the verb *to be* after *there* depends on the noun following it:

*There **is** a toilet on the coach.* (singular)

*There **are** three eggs in the fridge.* (plural)

We can use *there + be* in different tenses changing appropriately the form of the verb *to be*:

There has been *an accident on the M25.*

There'll be *more than two thousand people at the concert.*

There wasn't *enough food at the party yesterday.*

There might be *a spare chair in the other room.*

We often use *there + be* (in its correct form) with the following words and expressions:

- *a lot of, many, much – There are **many** mistakes in her essay.*
- *more – There were **more** pens than we needed.*
- *some, any – There is **some** milk in the bottle.*
- *enough/not enough – Will there be **enough** room for everybody?*

IT IS

We use ***it + be***:

- to refer to things, actions or situations:

  *I like your new blouse. **It's** very elegant.* (***it*** refers to a thing – a blouse)

  *She doesn't like watching TV. She thinks **it's** a waste time.* (***it*** refers to an action – watching TV)

  *Nobody understood my English at first. **It was** very discouraging.* (***it*** refers to a situation)

- to talk about time, days of the week, dates, weather or distance:

  It's *five past ten.* ***It's*** *Monday tomorrow.*

  It's *June 15, 2007.* ***It was*** *very cloudy yesterday.*

  It's *almost fifty kilometres from here.*

- as a subject in sentences with infinitive + *to* or with the pattern with *that*:

  It was *nice to meet you.*

  It's *strange to see your ex-boyfriend with a new girlfriend.*

  It's *a pity that you couldn't come.*

We often use *there + be* (in its correct form), when we talk about something for the first time and mention where it is. To give more details, we use *it + be* (in its correct form):

There was *a big box in my room.* ***It was*** *my birthday present from mum.* (***it*** refers to a box)

There's *a new restaurant in Charminster Road.* ***It's*** *very good but expensive.* (***it*** refers to a restaurant)

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1 Complete the gaps with *There's* or *It's*.

1 It's nice to see you again.
2 _____ too much noise in here.
3 _____ somebody at the door.
4 _____ not very far from here.
5 _____ a good film on tonight.
6 _____ a spider in my bedroom.
7 _____ very cold today.
8 _____ not enough juice for all of us.
9 _____ already after midnight. Go to bed!

2 Write questions for the following situations using *there + be* or *it + be* in their correct forms.

1 You don't know the number of students in your friend's class.
How many students are there in your class?

2 You're in the centre of Bristol for the first time. You're not sure if you can find a phone box near where you are. You ask somebody in the street.
_____
_____?

3 You want to know how many people came to the party you missed yesterday.
_____
_____?

4 You ask your father about the distance from Budapest to Riga.
_____
_____?

5 You expected some phone calls while you were out. You come home and ask your brother.
_____
_____?

6 You ask your friend for today's date.
_____
_____?

3 The sentences below contain grammatical mistakes. Find them and write the sentences correctly.

1 ~~Are~~ there a garden?
Is there a garden?

2 Are any discounts for students?
_____

3 Is it a bus stop nearby?
_____

4 How many rooms are in the flat?
_____

5 How far is there the flat from the university?
_____

6 Is a TV set in the living room?
_____

EXAM PRACTICE

4 Read the text in which somebody compares and contrasts two photographs. Complete the gaps with *there + is/isn't/are/aren't* or *it + is/isn't*.

[1] There are animals in both pictures. In the first picture, [2] _____ a big cat. [3] _____ black with white spots. The cat is lying on the grass and sleeping.

In the other picture, [4] _____ a dog having its meal. [5] _____ a big bowl of dog food in front of it. [6] _____ also several birds in the sky. [7] _____ a very sunny day.

[8] _____ probably early morning in both pictures because [9] _____ any people around. They must still be asleep. I don't know if [10] _____ a city or a village because [11] _____ any houses or buildings.

I like the picture with the dog very much. [12] _____ a work of art, of course, but [13] _____ very bright and colourful.

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PASSIVE VOICE

In English passive structures are used more often in formal and written language. We use passive structures when we don't know or care who the 'doer' of the action (agent) is/was or when we are more interested in the action itself than the person who does/did it. If we want to mention the agent, we use a phrase beginning with *by*.

*'Sunflowers' **was painted** by Van Gogh.*

*The London Eye **is visited** by more than 10000 people daily.*

We make passive forms by putting the verb *to be* into the correct tense and adding the Past Participle of the main verb.

	SINGULAR	PLURAL
Present Simple Passive	*I'm afraid food **is not provided**.*	*How many languages **are spoken** in India?*
Present Continuous Passive	*His progress **is being watched** with much interest.*	*More fuel efficient cars **are being developed**.*
Present Perfect Passive	*She **has been offered** a more challenging job.*	*Reports of a similar disease in Africa **have not been confirmed** yet.*
Past Simple Passive	***Was** football **invented** by the English?*	*The remains of adult and young dinosaurs **were found** together.*
Past Continuous Passive	*I felt I **wasn't being given** credit for my hard work.*	*We **were being followed** by a white Ford.*
Past Perfect Passive	*They told me that my application **had been refused**.*	*She felt that her expectations **had not been met**.*
Future Simple Passive	*Towels **will not be exchanged** until tomorrow.*	*How and when **will we be informed** about the results?*

HAVE SOMETHING DONE

We use the structure ***have* + object + Past Participle** to say that we arranged for something to be done (by employing or asking somebody to do it):

*We **had our flat redecorated** last year.*
(we employed somebody to do it)

*I need to **have my car repaired**.* (I need to employ a mechanic to do it for me)

Compare pairs of sentences:

*I **had my room painted** yesterday.*
(somebody painted it for me)
*I **painted my room** yesterday.* (I did it myself)

*We **will install** new windows next year.*
(we will do it ourselves)
*We **will have new windows installed** next year.*
(we will hire somebody to do it for us)

1 Complete the gaps with the verbs in brackets in the active or passive voice in the correct tense.

1 On my way home yesterday I ___was stopped___ (stop) by a police car.

2 English _____ (speak) in many countries.

3 Mrs Mills is very angry with Matthew because he _____ (break) the window.

4 In 2012 the Olympic Games _____ (hold) in London.

5 John quickly realised that his sister _____ (not tell) him the truth.

6 Hannah hasn't come out of the room yet, she _____ (interview).

7 Many accidents _____ (report) on the M1 recently.

8 Compasses _____ (use) to identify the directions when we cannot use the Sun or stars.

9 Marie Curie-Skłodowska _____ (discover) radium and polonium.

10 Luggage must _____ (not leave) unattended anywhere in the terminals at any time.

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2 **Using the beginnings provided write the second sentence so that it has a similar meaning to the first sentence. Is it necessary to use *by* at the end of each sentence?**

1 Roman Polański directed 'The Pianist'.
'The Pianist' was directed by Roman Polański.

2 Nobody has informed us about the changes to the train table.
We _____.

3 They are still repairing my bicycle.
My bicycle _____.

4 Will they punish him for skipping school?
Will he _____?

5 Alexander Graham Bell invented the telephone in 1876.
The telephone _____.

6 They don't sell fresh fruit and vegetables here.
Fresh fruit and vegetables _____.

7 I discovered that somebody had burgled our house.
I discovered that our house _____.

3 **Circle the option which has a similar meaning to the original sentence.**

1 **Tom has cleaned his coat.**
(a) Tom has cleaned it himself.
b Somebody else has cleaned it for Tom.

2 **I had my oil changed.**
a I changed my oil myself.
b Somebody changed my oil at the garage.

3 **She is going to develop the film.**
a She is going to develop the film herself.
b She is going to take the film to a photo lab.

4 **We will have our bedroom re-painted.**
a We will re-paint it ourselves.
b We will hire somebody to re-paint it.

4 **Rewrite the sentences using *have sth done*. Don't change the tense used in the original sentence.**

1 A native speaker proof-read my Master's thesis.
I had my Master's thesis proof-read.

2 A mechanic is going to repair John's car.
_____

3 A hairdresser has cut her hair.
_____

4 Two men are painting their house now.
_____

5 Will a locksmith change all the locks in your house?
_____

6 They deliver our newspaper every Friday.
_____

EXAM PRACTICE

5 **The letter below is a sample answer to an exam task. Read it and complete the gaps with the verbs in brackets in the passive or active voice, or use the structure *have sth done*.**

Dear Bethany,

The worst trip of my life seemed like an excellent idea at first and I thought I would have a great time. Last week I [1] was invited (invite) by one of the girls from my school to go on a short trip. We [2] _____ (want) to go to Prague to visit the Prague castle and Charles bridge. So we [3] _____ (rent) a car very cheaply but we [4] _____ (tell) that it was not in a very good condition.

About an hour after we [5] _____ (leave) Karlovy Vary, the car [6] _____ (break down) in the middle of the highway. In the end, it [7] _____ (take away) to the nearest garage. We [8] _____ (our car/repair) at the garage but it [9] _____ (take) over three hours and we [10] _____ (must) pay a lot of money. And the worst thing of all is that the money [11] _____ (refund) to us by the car hire company! Can you believe it? The worst trip you can imagine!

And how are things with you? On holidays already?

Take care and write back soon,

Eva

6 **Look at the instructions for the exam task below. Match the bulleted points to the appropriate parts of the email above.**

You saw this post on an internet forum, posted by Bethany:

Everyone is talking about great holiday trips and wonderful destinations! How about a trip that went wrong? What has been the worst trip of your life? Take part in the competition and send me an email, prizes will include...

Write a letter describing the worst trip you have ever been on.

- give details of where you went
- give details of what went wrong

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MODAL VERBS 1 · OBLIGATION/ABILITY/PERMISSION/PROHIBITION

Modal verbs (*can, could, may, might, must, ought to, should*):

- have only a present form (with the exception of *could*) – in other tenses we use different structures,
- have only one form (no *–s* in the third person singular, no *–ing* and *–ed* forms),
- form questions by inversion (a subject and a modal verb change places), and negative sentences by adding *not* (*n't*) after or to a modal verb,
- do not come directly one after another,
- are followed by infinitives without *to*

To express **obligation,** we use:

- ***must*** if we talk about obligation imposed by the speaker:

  *I **must** talk to her as soon as she comes back.* (my own internal obligation)

  *I **must** visit my grandma in hospital tomorrow.* (I' d really like to do that)

- ***have to*** if we talk about external obligation imposed by rules or other people:

  *We **have to** be at school ten minutes before the first class.* (these are the rules in our school)

  *You **have to** take this medicine twice a day.* (that's what the doctor told you to do)

To express *lack of* **obligation** (to say that something is unnecessary), we use:

- ***don't have to***:

  *You **don't have to** bring any food.* (it's not necessary)

  *She **doesn't have to** help her mum with the housework.* (it's not necessary)

- ***needn't***:

  *You **needn't** tell your boyfriend about it.* (it's not necessary)

  *She **needn't** be afraid of me.* (it's not necessary)

To express **obligation** or **give advice**, we use:

- ***should, shouldn't, ought to, oughtn't to*** (they are not as strong as *must*):

  *You **ought to** go to the dentist.*

  *He **shouldn't** smoke so much.*

To talk about **abilities** in the present or in the past, we use:

- ***can, can't, could, couldn't***:

  *I **can** dance quite well.* (ability in the present)

  *She **can't** speak English.* (ability in the present)

  *When I was six, I **could** swim, but I **couldn't** ride a bike.* (ability in the past)

To express or to ask for **permission**, we use:

- ***can, could*** (when asking for something *could* is more polite than *can*):

  ***Can** I go to the party tomorrow?*

  *When I was a teenager I **could** watch TV for two hours a day.*

  ***Can/Could** you pass me the salt?*

- ***may*** when we give permission or ask for permission in a very polite way:

  *You **may** go home now if you like.*

  ***May** I open the window?*

To express **prohibition**, we use:

- ***mustn't, can't*** when we talk about what is generally not allowed or prohibition in the present (*mustn't* expresses very strong prohibition):

  *You **can't/mustn't** park here.* (It's forbidden)

  *You **can't/mustn't** switch on your mobile before you leave the plane.* (It's not allowed)

- ***couldn't*** when we talk about prohibition in the past:

  *When I was young, I **couldn't** stay at home on my own.* (When I was young, I was not allowed to stay at home on my own)

To ask for something, or to express an **offer** or **invitation**, we use:

- ***would like***:

  ***I'd like** tea without milk, please.*
  ***Would** you **like** a cup of coffee?*

To ask somebody for something in a more **formal** and direct way, we use:

- ***will***:

  ***Will** you carry my suitcase, please?*
  ***Will** you wait here for a moment, please?*

To offer to do something, or to make or ask for a **suggestion**, we use:

- ***shall***:

  ***Shall I** help you to carry your suitcase?*
  *What **shall we** do now?*

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1 Circle the correct modal verb in each sentence.

1 I'm quite happy to do it myself. You ___ help me.
ⓐ needn't **b** mustn't **c** can't

2 My father is writing an article. We ___ disturb him now.
a needn't **b** mustn't **c** couldn't

3 ___ you lend me some money till next week?
a May **b** Could **c** Should

4 Jiri ___ finish this essay today. The deadline is next week.
a shouldn't **b** mustn't **c** doesn't have to

5 At this swimming pool you ___ wear a swimming cap. I hate it!
a have to **b** must **c** should

6 I'm afraid you ___ drink alcohol here. It's against the law.
a may not **b** shouldn't **c** can't

7 If you want my opinion, I think you ___ tell anybody about it.
a shouldn't **b** mustn't **c** couldn't

2 Using the sentence beginnings provided and modal verbs write the second sentence so that it has a similar meaning to the first sentence.

1 It's against the rules to talk on your mobile here.
You mustn't talk on your mobile here.

2 I learnt to ride a bicycle when I was 10.
When I was eight, _____.

3 My advice is to talk to the teacher about it.
You _____.

4 The doctor told me to stay in bed for three days.
I _____.

5 Would you like me to pick you up from school?
Shall _____.

6 I believe it's not good for children to watch so much TV.
Children _____.

7 Fiona is quite a good singer.
Fiona _____.

8 It's not necessary to answer all questions correctly.
You _____.

EXAM PRACTICE

3 The letter below is a sample answer to an exam task. Read it and complete the gaps with a modal verb and the correct form of the verb in brackets.

Dear Katharina,

Thanks for your letter.

Going to Scotland would be fun, I'm sure, but to be perfectly honest, I [1] *can't drive* (drive) here in England. I tried once but I [2] _____ (get) used to traffic driving on the left. I [3] _____ (take) some lessons with a driving instructor and then try again. But [4] _____ (we, go) by car? How about the train? It's much faster than the car. [5] _____ (I, look up) the train timetable on the Internet? Or [6] _____ (you, do) it yourself? I think we [7] _____ (buy) the tickets fairly quickly, otherwise they might be quite expensive.

If we decide to go by train, we [8] _____ (take) too much stuff – it will be too heavy to carry. For one thing, we [9] _____ (take) towels since we are going to stay in a hotel. I'm not sure about the hair drier though. [10] _____ (you, pack) yours, just in case?

Let me know what you think.

Love,

Maria

4 Look at the instructions for the exam task below. Match the bulleted points to the proper sections of the letter above.

You are on a 3-week English course in a language school in Bournemouth. You have just received a letter from your German friend Katharina, who you met in England last summer.

I've just arrived in Southampton and will be studying English here for two weeks. And how is your course in Bournemouth? Are you enjoying it?

Would you like to meet up and do something together? How about renting a car and going to Scotland for a few days? What do you think?

You are going to write a letter to Katharina, in which you:

- explain why you don't like her idea
- make another suggestion
- suggest what things to take with you.

Begin like this: *Dear Katharina,*

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Modal verbs 2 – Speculation

To speculate about the present and the future we use ***must/might/may/can/could/can't*** **+ infinitive without *to*.**

- we use ***must*** when we are almost sure/certain that something is true:

  *They **must be** really tired.* (I'm sure that they are tired)

  *Being a lawyer, you **must earn** a lot of money.* (I'm certain that you earn a lot of money)

- we use ***might, may, can*** and ***could*** when we think that things/events are possible; ***can*** is used when we refer to things in general, whereas ***could, might, may*** are used when we refer to concrete situations:

  *There **can be** a lot of tourists in the Tatra mountains during winter holidays.*

  *She **could be** the girl we're looking for.*

  *They **might need** our help tomorrow.*

  *He **may like** riding a bicycle.* (I'm not sure, it's possible that he likes riding a bike)

- we use ***might not*** and ***may not*** when we think that perhaps things/events are not true or perhaps they will not happen:

  *She **may not be** as intelligent as you think.* (perhaps she's not as intelligent as you think)

  *They **might not finish** this work before Tuesday.* (perhaps they will not finish this work before Tuesday)

- we use ***can't*** when we are almost sure/certain that things/events are not true:

  *He **can't be** so silly as to do that.* (I'm sure that he isn't so silly)

  *You **can't have** more than eight classes a day.* (It's impossible that you have more than eight classes a day)

Different modal verbs express different degrees of certainty:

*They **must be** happy together.* – I'm sure they are happy together.

*They **could/might/may be** happy together.* – Perhaps they are happy together.

*They **may/might not be** happy together.* – Perhaps they are not happy together.

*They **can't be** happy together.* – I'm sure they are not happy together.

1 Which sentence would you use in the following situations?

1 **You're approaching your friend's house. You can see lights on in two rooms.**
   a Somebody can be in.
   b Somebody must be in.

2 **You have to revise a lot before your exam on Monday.**
   a I might not come to your party on Saturday.
   b I can come to your party on Saturday.

3 **You don't believe your friend's story.**
   a You can't be serious.
   b You may not be serious.

4 **Your friend from school has been very sad recently.**
   a He can't have problems at home.
   b He must have problems at home.

5 **You have some doubts if changing your present job is a good idea.**
   a I can not change my job after all.
   b I might not change my job after all.

6 **You can see a small boy trip over a ball and sprain his ankle.**
   a He must be in a terrible pain.
   b He can be in a terrible pain.

2 Complete the dialogue with the correct modal verbs.

Ian: Hi, Dave. Have you seen Brian?

Dave: Yeah, I saw him in the computer room some time ago. He [1] may/might/could still be there.

Ian: No, he isn't. I've just come from the computer room.

Dave: I don't know then. Have you checked the gym? He [2] _____ be there playing football with his friend from the football club.

Ian: No, they [3] _____ be there. The gym is closed today. But if they are playing football they [4] _____ be in the playground.

Dave: In the playground? You [5] _____ be mad! It's pouring with rain!

Ian: Ok, you [6] _____ be right there. But where [7] _____ he be? I've looked almost everywhere.

Dave: He [8] _____ be at school then – perhaps he has already gone home. Ian ...
Look! Over there! Crossing the road...

Ian: No, it [9] _____ be Brian. He is much taller than that boy. I think I'll ask the teacher. She [10] _____ know if Brian's class is still at school.

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3 **Using modal verbs *must, might, might not, may, may not, can, could* or *can't* write the second sentence so that it has a similar meaning to the first sentence.**

1 Perhaps it will rain later.
It may/might rain later.

2 I'm sure they are not at school now.
_____

3 It's possible that the match will not start before seven.
_____

4 I'm sure she thinks I am not very bright.
_____

5 I know this isn't Robert – he has gone on holiday to Spain.
_____

6 I'm certain the car keys are somewhere in the kitchen.
_____

7 Perhaps the teacher will give us our homework back tomorrow.
_____

EXAM PRACTICE

4 ***Read the text in which somebody compares and* contrasts two photographs. Circle the correct modal verbs.**

In both pictures there are people standing and talking to each other in front of some kind of building. It [1] *may / can /* (*must*) be a school because on the gates in both pictures I can see a sign with the number of the school on it.

In the first picture there are two boys and one girl. They [2] *must / can't / should* be pupils because they are wearing school uniforms. But they [3] *may not / can't / might not* be from the same year – the girl is much younger than the two boys. I'm not sure but the two boys [4] *might / can't / must* be twins because they look quite similar to each other.

In the other picture, there is a bigger group of pupils and several adults. They're also standing in front of the school. One girl is talking to one of the adults. The woman is certainly not a teacher, she [5] *could / can't / must* be the mother or sister of one of the pupils but it's really difficult to say.

In both pictures the people look nervous and they are waiting for something. It [6] *may / can't / must* be the exam results but I'm not sure. If they are nervous about the exam results, it [7] *may not / can't / might not* be the school-leaving exam because both pictures were taken in winter and the school-leaving exam takes place in May.

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COUNTABLE/UNCOUNTABLE NOUNS

Nouns in English can be countable or uncountable.

Countable nouns:

- are things we can count:
  *a **dog**, five **pencils***
- can be singular or plural:
  *My best **friend is** a very intelligent girl.* (singular)
  *My two other **friends are** good at sport.* (plural)
- can be used with *a/an* (***a** girl*), *the* (***the** girl*), numerals (***two** tables*), and *some/any, (too) many, how many, a lot of* or *a few* (see table below):

Yes/No questions	Affirmative	Negative
Are there **any** seats?	There are **some** seats.	There aren't **any** seats.
How many seats are there?	There are **a few** seats.	There aren't **many** seats.
	There are **a lot of** seats.	There are **no** seats.
	There are **too many** seats.	

Uncountable nouns:

- are things we cannot count:
  water, light, friendship
- are only singular:
  ***Chocolate** makes you happy.*
- can be used with *the* (***the** tea*), and *some/any, (too) much, how much, a lot of* or *a little* (see table below).

Yes/No questions	Affirmative	Negative
Is there **any** milk?	There is **some** milk.	There isn't **any** milk.
How much milk is there?	There is **a little** milk.	There isn't **much** milk.
	There is **a lot of** milk.	There is **no** milk.
	There is **too much** milk.	

QUANTIFIERS

- We use ***(too) many (of), not many (of), a few (of)*** with countable nouns:
  ***(too) many/not many/a few** apples, girls*
- We use ***(too) much, not much, a little*** with uncountable nouns:
  ***(too) much/not much/a little** tea/ham*
- We use ***a lot (of), lots of, all (of), most (of), some (of), not any*** with uncountable nouns and countable plural nouns:
  ***a lot of/lots/all/most/some** money/pencils*
  *We haven't got **any** rice/books.*
- We use ***none (of)*** with plural nouns when we talk about more than two people or things:
  ***None of** the dresses was good.*
  (more than two dresses)
  ***None of** the films is worth recommending.*
  (more than two films)
- We use ***both (of)*** (= one and the other) with plural nouns when we talk about two people or things:
  ***Both** sisters are very attractive.* (two sisters)
  ***Both** of them were too long.* (two things)
- ***either (of)*** (= any one of two), ***neither (of)*** (= not one and not the other) refer to two things or people. After *either* or *neither* we use a singular noun (followed by a verb in a singular form) or a plural noun (followed by a verb in a singular or plural form):
  ***Either** house is too expensive for us.*
  ***Neither** of the songs sounds/sound romantic.*

We use *of*:

- with ***a lot*** and ***none*** – except for short answers:
  ***How many of your teachers** did you like?*
  A lot. /None.
  ***None of them** came to visit me.*
- with personal pronouns:
  *many/a few/all/most/some/either/neither/both **of** us/you/them*
- with possessive adjectives (with *all* and *both* we can omit *of*):
  *many/a few/most/some/either/neither **of** their friends*
  *all/both **(of)** my skirts*
- before nouns with the definite article *the*:
  *many/a few/all/most/some/either/neither/both **of** the classrooms in our school*

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ARTICLES *A/AN/THE* AND NO ARTICLE

We use ***a/an***:

- before singular countable nouns:

  a *doll,* ***an*** *onion*

- when we talk about a person or thing for the first time:

  I have ***a*** *dog and two cats. The dog's name is Tim.*

- when we talk about one of many things or people (it is not important which one exactly):

  Have you got ***a*** *pen?* (any pen)

  I need ***a*** *pencil.* (any pencil)

- before names of jobs:

  She is ***an*** *actress.*

  David is ***a*** *teacher.*

We use ***the***:

- before singular and plural nouns (***the*** *desk,* ***the*** *oranges)*
- when we mention somebody or something again:

  I have a dog and two cats. ***The*** *dog's name is Tim.*

- when we talk about a concrete person or thing (in singular or plural), and the listener knows which person/thing we mean:

  Where are ***the*** *car-keys?* (the listener knows which car-keys).

  The *boys in my class are very clever.* (particular boys, those in my class)

- when there is only one of the things we talk about (***the*** *sun,* ***the*** *Pope*),
- before a surname + family (***the*** *Smith family,* ***the*** *Chandler family*),
- before the times of the day (*in* ***the*** *morning, in* ***the*** *evening*),
- before the names of rooms or places near the house (*in* ***the*** *bedroom, in* ***the*** *garden*),
- before superlatives (***the*** *worst film,* ***the*** *most intelligent girl*),
- before ordinal numbers (***the*** *first,* ***the*** *second*),
- before numbers referring to centuries (***the*** *seventeenth century,* ***the*** *twentieth century*),
- before the names of rivers (***the*** *Thames,* ***the*** *Nile*), seas (***the*** *Baltic Sea,* ***the*** *Red Sea*) and oceans (***the*** *Atlantic,* ***the*** *Pacific*),
- before the names of mountain ranges (***the*** *Tatra Mountains,* ***the*** *Alps*) and island groups (***the*** *Canary Islands,* ***the*** *Bahamas*).

We do **NOT** use articles:

- before plural nouns when we talk about things or people in general or mention them for the first time:

  Teenagers *can be very noisy.* (teenagers in general, not a particular group of teenagers)

  Dogs make good pets. (dogs in general, not a particular group of dogs)

- before uncountable nouns when we talk about something in general:

  Money *is important.*

  Curiosity *is a good quality.*

- with days of the week and months (***on Monday, on Thursday, in May, in September***),
- with years (***in 2006, in 1856***),
- with the names of continents and most countries (***in Europe, in America, in Slovakia***),
- with the names of cities/towns/villages (***in Glasgow, in Paris, in Bournemouth***),
- with the names of streets/roads (***in Cumberland Street, in Pine Road***), stations (***from Highgate Station***) and airports (***to Heathrow Airport, from Gatwick***),
- with the names of lakes (***Lake Michigan, Lake Superior***), individual mountains (***Mount Everest, Mount Etna***) and individual islands (***Sicily, Bermuda***),
- with the names of meals (***before lunch, after breakfast***).

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1 **Circle the sentence you would use in each situation.**

1 **You are going shopping to the town centre. There is only one supermarket in your town.**
a I'm going to a supermarket.
b I'm going to the supermarket.

2 **You are talking to your friend about different kinds of animals.**
a I don't like cats.
b I don't like the cats.

3 **You want to persuade your mother to buy you two skirts you have just tried on.**
a All of them are really fashionable.
b Both of them are really fashionable.

4 **You are talking to your friend about the absence of your English teacher.**
a I don't know why the teacher hasn't come today.
b I don't know why a teacher hasn't come today.

5 **Somebody wants to know the amount of time you spend watching TV.**
a Definitely too many.
b Definitely too much.

6 **You are admiring your grandmother's garden.**
a The flowers are really beautiful.
b Flowers are really beautiful.

7 **You are talking about the picnic you went on with several friends.**
a To be honest, none of us had a good time.
b To be honest, neither of us had a good time.

2 **Complete the gaps in the sentences with the correct quantifiers from the box.**

both none many any neither ~~much~~ some

1 You shouldn't eat so __much__ chocolate.
2 I am very similar to my sister. _____ of us hate school and like sport.
3 I'm afraid they haven't got _____ tickets left.
4 I've tried on five pairs of jeans. _____ of them fits.
5 I had no idea that so _____ people from my class wanted to study medicine.
6 The worst teachers I've ever had are Mr Brown and Miss Smith. _____ of them can explain things properly.
7 I can speak English and _____ French.

3 **Read the text and complete the gaps with correct articles *a/an, the* or leave the gap open (–).**

Come and visit historic [1]__–__ Sherborne Castle and explore its beautiful lakeside gardens. Built by [2]____ Sir Walter Raleigh at [3]____ end of [4]____ sixteenth century and home to [5]____ Digby family since [6]____ 1617, [7]____ castle's state rooms reflect [8]____ variety of decorative styles from [9]____ greatest periods of English history. In [10]____ Castle's cellars you can see Raleigh's original kitchen and [11]____ collection of finds from [12]____ castle grounds.

[13]____ visitors will enjoy exploring [14]____ lakeside gardens, which provide [15]____ wonderful setting for [16]____ picnics. Recently, we have opened up the historic dry grounds walk, [17]____ eight-acre extension to [18]____ gardens on [19]____ north side of [20]____ lake. Admission is free for [21]____ children. [22]____ dogs are welcome on [23]____ lead. [24]____ castle is open daily, except [25]____ Mondays and [26]____ Fridays, 22 May till [27]____ end of [28]____ October. For more [29]____ information call 0193513182 or visit [30]____ website at www.sherbornecastle.com.

EXAM PRACTICE

4 **Read the text in which somebody compares and contrasts two photographs. Circle the correct option.**

Both pictures are quite similar but there are also some differences.

In [1]*a / – / (the)* first picture, there are three people: [2]*a / an / the* girl and two teenage boys. They are in a small park or a playground. [3]*The / – / A* place looks quite empty because apart from these three children there are [4]*any / many / no* other people. The children are playing football.

In the other picture, there are also two boys and one girl. They are in a big room. [5]*The / – / A* boys are sitting on the carpet and playing chess. [6]*All / Either / Both* of them seem to like this game. [7]*A / – / The* girl is watching them with [8]*some / few / an* interest. She looks as if she wants to ask [9]*some / any / little* questions but [10] *neither / either / none* of the boys are paying attention to her.

I like the first picture better because football is my favourite team sport.

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GRAMMAR · INDEFINITE PRONOUNS

INDEFINITE PRONOUNS • *SOMEBODY/ANYBODY/NOBODY/EVERYBODY*

We use indefinite pronouns:

- ***somebody, nobody, anybody, everybody*** to talk about people,
- ***something, nothing, anything, everything*** to talk about things,
- ***somewhere, nowhere, anywhere, everywhere*** to talk about places.

They are all followed by a singular verb.

We use ***everybody/everyone, everything*** and ***everywhere***:

- in affirmative sentences:
  Everybody *wants to speak English well.*
  I informed her about ***everything****.*
  You can buy them ***everywhere****.*

We use ***somebody/someone, something*** and ***somewhere***:

- in affirmative sentences:
  I need to do ***something*** *to help him.*
  Somebody *called you yesterday.*
  He lives ***somewhere*** *in Paris.*
- in questions while making an offer or request:
  Can I get you ***something*** *to eat?*
  Can ***somebody*** *stay at work longer today?*
  Could you recommend ***somewhere*** *cheap where we could stay the night?*

We often use ***anybody/anyone, anything*** and ***anywhere***:

- in questions:
  Do you keep in touch with ***anybody*** *from our class?*
  Does she know ***anything*** *about computers?*
  Have you seen Barbara ***anywhere****?*
- in negative sentences:
  There isn't ***anything*** *more to do.*
  I didn't particularly like ***anybody****.*
  I don't want to go ***anywhere****.*

We use ***nobody/no one, nothing*** and ***nowhere***:

- in affirmative sentences:
  Nobody *wants to help me.*
  I heard ***nothing*** *about it.*
  Nowhere *is safe.*

Nobody/no one/nothing/nowhere have a negative meaning, and that is why the sentences in which they are used take an affirmative form:

Nobody *waited for me at the airport.* (NOT ~~*Nobody didn't wait for me at the airport.*~~)
Nothing *is more important than love.* (NOT ~~*Nothing is not more important than love*~~).
There is ***nowhere*** *to park.* (NOT ~~*There isn't nowhere to park.*~~)

1 Complete the gaps with the correct indefinite pronouns.

1 There is someone on the phone for you.
2 Brenda would do _____ to get tickets for this concert.
3 I can't believe you don't know about the disco tonight. There are posters _____ .
4 Does _____ know why Sandra is not at school today?
5 He's very ambitious. _____ will stop him from becoming a doctor.

2 Rewrite the sentences using the correct indefinite pronouns instead of the expressions in the brackets. Make changes in the other part of sentences if it is necessary.

1 (All people) dream of a better life.
Everybody dreams of a better life.
2 I'd like to go (to a quiet place).
_____
3 (No other thing) is worse than losing your best friend.
_____
4 You need to get (the signatures of all the people).
_____

EXAM PRACTICE

3 The email below is a sample answer to an exam task. Read it, find five mistakes in the use of indefinite pronouns and correct them.

Dear Mr Bailey,

I'm very sorry but I think I've lost a book I borrowed from the library. Tomorrow is my last day here and I know that everybody ~~need~~ needs to return books before leaving.

At first, I thought I'd left it at home. But I've looked anywhere and I can't find it. And nobody in my host family doesn't touch my things, so I guess I've left it anywhere at school.

Do you think it's possible that anyone has found it and returned it to the library? If not, what would you suggest I should do now?

All the best,

Ferenc Horvath (library card no 3542)

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POSSESSIVE ADJECTIVES AND PRONOUNS

To express possession/the idea of belonging in English, we can use possessive adjectives (*my, her*) or possessive pronouns (*mine, hers*).

We use **possessive adjectives** before nouns:

My *pen is on the desk.*

Did you meet ***her*** *brother?*

Possessive pronouns are used on their own, without nouns (often at the end of the sentence):

This pen is ***mine.*** *Are these trousers* ***yours****?*

Subject pronouns	Possessive adjectives	Possessive pronouns
I	my pen	mine
you	your pen	yours
he	his pen	his
she	her pen	hers
it	its pen	its
we	our pen	ours
you	your pen	yours
they	their pen	theirs

's genitive, of genitive

To express possession/the idea of belonging of someone or something to a given person, animal, thing or place, we can use one of the two possessive forms: **'s** genitive or ***of*** genitive.

The possessive form with 's ('s genitive) always comes before a noun:

Tom's wife (NOT ~~*wife Tom's*~~)
the boy's uniform (NOT ~~*the uniform boy's*~~)

To form **'s** genitive:

- we add an apostrophe and s (**'s**) to singular nouns:
  Pete's notebook, my brother's bicycle
- we add only an apostrophe (') to regular plural nouns:
  his grandparents' house, my friends' car
- we add an apostrophe and s (**'s**) to irregular plural nouns:
  their children's school, these women's surnames

In written language and formal speech, ***of*** genitive is used more often than **'s** genitive.

Both forms (**'s** genitive and ***of*** genitive) can be used:

- for groups of people/organizations:
  the team's new logo / the new logo ***of*** *the team*
  the government's decision / the decision ***of*** *the government*
- for places:
  Warsaw's famous Old Town Square/the famous Old Town Square ***of*** *Warsaw*
  London's museums / the museums ***of*** *London*

We use **'s** genitive:

- with people and animals:
  the ***girl's*** *doll, a* ***bird's*** *beak*
- with time expressions:
  Tuesday's *edition,* ***seven hours'*** *sleep*

We use ***of*** genitive:

- with things:
  the winner ***of the contest*** *the roof* ***of the house***
- with the words like *end, top, front, middle*:
  at the ***end of*** *the concert*
  in the ***middle of*** *the book*

If someone or something belongs to two people or animals, we add 's only to the last noun:

Matthew and Bethany's computer

If the meaning is clear, we can use a possessive without a following noun.

Whose dress was more expensive? Barbara's.
(it is clear that we are talking about a dress)

1 Complete the dialogue with the correct possessive adjectives or possessive pronouns.

ANNA: Becky! Where are [1] ___my___ silver earrings? Have you seen them?

BECKY: No, I haven't. But they're not [2] _____ ! They're [3] _____ ! I got them from Julie, one of [4] _____ best friends, remember?

ANNA: Julie? Yeah... I know [5] _____ sister quite well. They live in Blackpool Road with [6] _____ grandmother, don't they? And they have two Siamese cats.

BECKY: Actually the cats are not [7] _____ . They belong to [8] _____ cousin, Alexia, who visits them every now and then. And that big Labrador retriever that you can sometimes see is [9] _____ , too.

ANNA: Do you think [10] _____ parents will ever let us have a pet?

BECKY: I wouldn't count on it. They'll say that the parrot was [11] _____ and we didn't take proper care of it. And Dad will probably remind us how many times [12] _____ cage was not cleaned out and he had to do it himself.

ANNA: Yeah... You're probably right.

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2 **Use one of the underlined words in a correct possessive form ('s genitive or *of* genitive) to combine two sentences into one.**

1 The office is upstairs. It belongs to the director.
The director's office is upstairs.

2 I read a story. I liked its end the most.
_____

3 There is nothing interesting in the newspaper. I've bought it today.
_____
_____

4 The decision was wrong. It was made by the local government.
_____
_____

5 These students are very clever. Miss Blunden teaches them.
_____
_____

6 It was a very nice walk in the woods. It lasted two hours.
_____
_____

7 This is our new table. Two legs are broken.
_____
_____

3 **All sentences below contain grammatical mistakes. Find them and write the sentences correctly.**

1 I like our car much more than ~~their~~.
I like our car much more than theirs.

2 Could you stop using mine lipstick instead of yours?
_____

3 Mike's and Mark's bedroom hasn't been tidied up for ages.
_____

4 Ours neighbours had a very loud party in their flat yesterday.
_____

5 My fathers' best friend lives in Canada.
_____

6 Her dress really suits me but I'd rather borrow your.
_____

7 The meeting of tomorrow has been postponed.
_____

EXAM PRACTICE

4 **The letter below is a sample answer to an exam task. Read it and circle the correct answers in the text.**

Dear Nick,

Here's my embarrassing story:

Last summer [1](my) / *mine* boyfriend invited me to his [2]*aunt's / aunts'* wedding. I had never met her before and it was my [3]*boyfriend's / boyfriends'* decision, not [4]*my / mine*, to accept the invitation. At [5]*the ceremony's beginning / the beginning of the ceremony* I suddenly noticed three girls wearing dresses very similar to [6]*my / mine*. [7]*Their / Theirs* were a bit longer, but exactly the same colour and style.

When I realised that my dress was practically identical to the [8]*bridesmaid's / bridesmaids'* dresses, I didn't know what to do. Then one of the [9]*bride's and groom's / bride and groom's* friends looked at me and burst out laughing. I'd had enough – I started making my way to the main [10]*door of the church / church's door*. My boyfriend followed me to [11]*our / ours* car.

Just when we were leaving the church, the bride arrived in [12]*her / hers* wedding car. She looked at me and said: 'You are my [13]*nephew's / nephews'* girlfriend, aren't you? Nice to meet you,' and looking at my dress she added: 'Why don't you become my bridesmaid? I'd like that very much but the decision is, of course, [14]*your / yours*.' So that evening I unexpectedly ended up being [15]*my boyfriend's aunt's / my boyfriend aunt's* bridesmaid.

What do you think? Good enough for the first prize?

Anna

5 **Look at the instructions for the exam task below. Match the bulleted points to the proper sections of the email above.**

You saw this post on an internet forum, posted by Nick:

Have you ever wished the earth would open and swallow you up? What's the most embarrassing situation you have been in? Take part in the competition and send me an email, prizes will include...

Write a letter describing the most embarrassing situation you have ever been in.

- give details of the situation
- describe your reaction and how you felt
- explain how the situation ended

Begin like this: *Dear Nick,*

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ADJECTIVES • COMPARATIVES/SUPERLATIVES

We use the comparative adjective (and *than*) to compare two things, people, actions or events:

*Who is **shorter**, you or your brother?*
*My homework is **more difficult** than yours.*

When a pronoun comes after **than**, it is usually an object pronoun (*me, you, him, her, it, us,* or *them*):

*She is faster **than** me.*
*You are more intelligent **than** him.*

We use the superlative adjective to compare a thing, person, action or event with the whole group to which this thing, person, action or event belongs. We normally use **the** before a superlative. After a superlative we can use **in** or **of**. We use **in** with a singular word for a place or group:

*Little Harry is **the youngest** in our family.*
*Ella is **the prettiest** girl in our school.*
*For me Ronaldo is **the most famous** football player of all.*
*This is **the coldest** month of the year.*

To compare things, people and actions, we can also use the following patterns:

- ***too***:

*This cake is **too** sweet for me.*
*Our holiday was **too** short.*

- ***not enough***:

*Your test results are **not** good **enough**.*
*The water was**n't** warm **enough** to take a bath.*

- ***(not) as ... as***:

*Robert is **as** clever **as** his brother.*
*Our new teacher is **not as** patient **as** Mrs Smith.*

We use ***so*** and ***such*** to emphasize the meaning of adjectives:

*I was **so** happy when our baby was born.* (really happy)
*She is **such** a nice girl.* (really nice)

- ***such*** is used before an adjective followed by a noun:

*It was **such** a beautiful day.*
*Angela and Tom are **such** good friends.*

- ***so*** is used before an adjective alone, without a noun:

*It was **so** warm yesterday.*
*I was **so** tired that I couldn't fall asleep.*

In exclamations with adjectives we can also use ***What*** and ***How***:

***How** nice of you to think of that!*
***What** a lovely day!*

- ***what*** is used before an adjective followed by a noun:

***What** a good idea!*
***What** stupid things you're talking about!*

- ***how*** is used before an adjective alone, without a noun:

***How** strange!*
***How** kind of him to remind me!*

Spelling rules:

ADJECTIVES	COMPARATIVE	SUPERLATIVE
one-syllable *long, hard*	add ***-er*** *long**er** hard**er***	add ***-est*** *the long**est**, the hard**est***
one-syllable, ending with ***-e*** *nice, large*	add ***-r*** *nice**r**, large**r***	add ***-st*** *the nice**st**, the large**st***
one-syllable, with one vowel and one consonant at the end *hot, thin*	double the last consonant and add ***-er*** *hot**ter**, thin**ner***	double the last consonant and add ***-est*** *the hot**test**, the thin**nest***
two-syllable, ending with a consonant and *-y* *easy, funny*	change *-y* to *–i* and add ***-er*** *easi**er**, funni**er***	change *-y* to *–i* and add ***–est*** *the easi**est**, the funni**est***
many two-syllable and all longer *comfortable, modern*	add ***more*** before the adjective ***more** comfortable, **more** modern*	add ***the most*** before the adjective ***the most** comfortable, **the most** modern*
irregular *good* *bad* *little* *far*	 *better* *worse* *less* *further (farther)*	 *the best* *the worst* *the least* *the furthest (farthest)*

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1 Complete the sentences with the adjectives from the box in the comparative or superlative form.

popular ~~hot~~ comfortable good cheap far lazy large dangerous slim

1 July is __the hottest__ month in my country.
2 My T-shirt cost only $10, it was much _____ than yours.
3 Why haven't you tidied up your room yet? You're _____ person I know.
4 Were you born in France? Your French accent is even _____ than our teacher's.
5 Everyone likes Hannah. She is _____ girl in our school.
6 John lives _____ away from me now, so we don't see each other that often.
7 The first two weeks of a new diet were difficult but I'm now _____ than ever before.
8 Why don't you sit on the sofa? It's _____ than the chair.
9 Is boxing _____ sport in the US? Or is it rugby?
10 The Pacific Ocean is _____ area of water and covers a third of the Earth.

2 Complete the gaps with the adjectives in brackets in the comparative or superlative form.

My three [1] __best__ (good) friends are very different but we get on very well together. Kathy is certainly [2] _____ (intelligent) of all of us – I think, she's a genius. Her IQ is [3] _____ (high) than her much older brother's. But Kathy is also very shy and much [4] _____ (quiet) than Celia, Fiona and me. Celia loves sport and she's [5] _____ (fast) long-distance runner in our school. She's not so good at team sports though – in fact, she's [6] _____ (bad) basketball player I know. Strange, isn't it? And Fiona doesn't like sport at all. She's [7] _____ (funny) girl in the world and everybody likes her company. Recently though, she has become [8] _____ (serious) about life and her future, perhaps because she is [9] _____ (old) and [10] _____ (mature) than us.

My three friends are even [11] _____ (close) to me than my own two sisters. I think life is much [12] _____ (easy) when you have nice people around. [13] _____ (sad) people I know are those who have no true friends.

3 Using the word in capitals write the second sentence so that it has a similar meaning to the first sentence.

1 Mark is taller than Robert. **AS**
Robert __isn't as tall as Mark.__

2 The exam was so difficult. **SUCH**
It was _____.

3 It is very nice that he helps me. **OF**
How _____!

4 Jim is too short to join the police force. **ENOUGH**
Jim is _____.

5 Georgia is prettier than all the other girls in her class. **OF**
Georgia is _____.

EXAM PRACTICE

4 The letter below is a sample answer to an exam task. Read it and complete the gaps with the correct form of the adjectives in brackets. In some gaps you may need to add a word or expression.

Dear Sir/Madam,

My name is Anna Novak and I'm writing on behalf of my friend Klára Farkas, who stayed at your hotel last Saturday night. She asked me to write to you because her English is not [1] __good enough__ (good) to write a formal letter. My friend would like to complain about the quality of your hotel services.

First of all, her room was £10 [2] _____ (expensive) the rates you give on your webpage. What is more, she got a room on the top floor and nobody helped her with her suitcase. Then, the water was [3] _____ (cold) to take a bath in. Furthermore, the people in the other rooms on her floor were [4] _____ (noisy) that she couldn't sleep until the early morning.

But the next morning was even [5] _____ (bad). First, she was woken up forty minutes [6] _____ (late) she had requested. Then, at breakfast, her fried egg was cold and the waiter rudely refused to acknowledge the problem. Your staff could certainly be [7] _____ (polite). Why are your room rates [8] _____ (high) if you offer [9] _____ (poor) quality and service?

My friend insists on a full refund, otherwise she will be forced to take the matter further.

Yours faithfully,
Anna Novak

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REPORTED SPEECH • REPORTED STATEMENTS

When we tell others what somebody has said, we can quote their words directly (direct speech) or report them indirectly (reported speech).

In **direct speech** what somebody has said is not changed in any way:

'I don't know the answer.' ⇨ He said: 'I don't know the answer.'

'I don't think he will come.' ⇨ She said: 'I don't think he will come.'

In **reported speech** the following elements of what somebody has said may change:

- personal and reflexive pronouns, possessive pronouns and adjectives:

  *'**I** don't want **your** cake, **I** can bake one **myself**.' ⇨ She told me (that) **she** didn't want **my** cake and that **she** could bake one **herself**.*

  *'**I**'m sure **you** haven't done **your** homework **yourself**.' ⇨ The teacher said (that) **she** was sure **I** hadn't done **my** homework **myself**.*

- time and place expressions:

  now ⇨ at that time/then
  today ⇨ that day
  tomorrow ⇨ the next day/the following day
  yesterday ⇨ the day before
  4 hours ago ⇨ 4 hours earlier/4 hours before
  last week ⇨ the week before/the previous week
  here ⇨ there
  this ⇨ that, the

  *'I can meet you **here tomorrow**.' ⇨ She told me (that) she could meet me **there the next day.***

  *'I bought **this** book **last week**.' ⇨ Mary said (that) she had bought **that/the** book **the previous week.***

- tenses, as shown in the table below:

Direct Speech	⇨	Reported Speech
Present Simple ***'Tom** doesn't want **to help me.'*** *'I **love** swimming.'*	⇨	**Past Simple** *Mike said (that) Tom **didn't want** to help him.* *Mike said (that) he **loved** swimming.*
Present Continuous *'We **are going** to Paris by train.'* *'Anne **isn't enjoying** herself.'*	⇨	**Past Continuous** *Mike said (that) they **were going** to Paris by train.* *Mike said (that) Anne **wasn't enjoying** herself.*
Present Perfect *'Ella **has passed** her History exam.'* *'I **haven't finished** my essay.'*	⇨	**Past Perfect** *Mike said (that) Ella **had passed** her history exam.* *Mike said (that) he **hadn't finished** his essay.*
Past Simple *'It **took** us two hours to get there.'* *'My father **didn't help** me with my homework.'*	⇨	**Past Perfect** *Mike said (that) it **had taken** them two hours to get there.* *Mike said (that) his father **hadn't helped** him with his homework.*
will *'Everybody **will have to** be very quiet.'* *'I hope it **won't rain**.'*	⇨	**would** *Mike said (that) everybody **would have to** be very quiet.* *Mike said (that) he hoped it **wouldn't rain**.*

REPORTED SPEECH • QUESTIONS AND ORDERS

When we report questions, we often use ***ask, wonder, want to know*** and change the same elements as in reported statements (tenses, personal and reflexive pronouns, possessive pronouns and adjectives, time and place expressions). In addition, we use the same word order as in statements (the subject comes before the verb).

- When we report *Wh*-questions, we use the same question word (***what, who, how, where, when***) as in the original question:

  *'**How** are you doing?' ⇨ He asked me **how** I was doing.*

  *'**Who** did you talk to?' ⇨ Ross wondered **who** I had talked to.*

- When we report *Yes/No* questions, we use ***if*** or ***whether***:

  *'Do you like my new dress?' ⇨ He asked **if/whether** I liked her new dress.*

  *'Have you had your breakfast?' ⇨ Mum wanted to know **if/whether** I had had my breakfast.*

When we report a request or command, we often use the structure: ***ask/tell/order*** someone ***to/not to*** + ***infinitive***:

*'Stop hitting each other!' ⇨ My mother **asked us to stop** hitting each other.*

*'Don't touch my project!' ⇨ My sister **told me not to touch** her project.*

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REPORTED SPEECH • INDIRECT QUESTIONS

In English we can ask questions in a direct or indirect way. Indirect questions are more polite and we often use them when we want somebody to do something or when we ask somebody for information. In indirect questions we use the same word order as in statements (the subject comes before the verb):

*'What time **does the train** leave?' ⇨ Do you happen to know what time **the train leaves**?*

*'How far **is it** from here?' ⇨ Can anyone tell me how far **it is** from here?*

- In indirect *Wh-* questions we use the same question word (***what, who, how, where, when***) as in the direct question:

*'**Where** is the supermarket?' ⇨ Can you tell me **where** the supermarket is?*

*'**How** can I get to the railway station from here?' ⇨ Do you know **how** I can get to the railway station from here?*

- In indirect *Yes/No* questions we use ***if*** or ***whether***:

*'Do you come here every Monday?' ⇨ I'd like to know **if/whether** there are classes on Mondays too.*

*'Does the M1 run every 10 minutes from this bus stop?' ⇨ Do you remember **if/whether** the M1 runs every 10 minutes from this bus stop?*

Some opening phrases often used for indirect questions:

Do you think/I wonder/Do you (happen to) know/ I don't know/I'd like to know/Are you sure/Can anyone tell me/Could you tell me/Would you mind telling me/Have you any idea/I've no idea/Do you remember/I don't remember

1 Circle the correct word in each sentence.

1 She *said* /(*told*)/ *asked* me that she wanted to live abroad.
2 I told you *not* / *not to* / *to not* disturb him. Why don't you listen to me?
3 She said she would come *tomorrow* / *the previous day* / *the next day*.
4 I have no idea *when* / *what* / *whether* there are still tickets available for this concert.
5 The teacher *said* / *asked* / *told* if we were ready to start writing.
6 Robert told me he wanted to paint his room *myself* / *himself* / *herself*.
7 I asked Gill out last week but she said she was very busy *this* / *that* / *then* day.
8 Everybody *asked* / *told* / *said* that the bridegroom looked absolutely gorgeous.

2 Rewrite the sentences in direct speech making all the necessary changes.

1 Ronaldo said that he had left hospital the day before.
'I left hospital yesterday.'
2 The teacher told the little child not to cross the road by himself.
_____
3 Steven told me that he would never go to school again.
_____
4 I asked her if she was having a good time there.
_____
5 I told him that I didn't want to cause any problems to his family.
_____
6 A passer-by asked me how much a bus ticket was.
_____
7 A security guard ordered me to open my suitcase.
_____
8 Mum asked me what time Tom had come home the night before.
_____

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3 Report the sentences using the beginnings provided.

1 'Can you work overtime?'
They asked me if I could work overtime.

2 'Do you need me to help you with your homework?'
My older brother asked _____

3 'Don't leave this box in the hall."
My mother told _____

4 'I have earned my first money today.'
Jane said _____

5 'I will try to call you tomorrow.'
My boyfriend told _____

6 'Somebody is following us.'
They said _____

7 'Did you finish school two hours ago?'
Dad wanted _____

8 'Fasten your seat belt, please.'
The flight attendant told _____

4 Unjumble the sentences to form indirect questions.

1 tell / film / the / could / you / when / me / starts / ?
Could you tell me when the film starts?

2 have / money / I / what / wonder / with / done / you / the / .
I _____

3 ticket / much / do / know / would / you / how / cost / single / a / ?
Do _____

4 are / you / have / toilets / the / idea / any / where / ?
Have _____

5 know / you / surname / do / happen / his / to / is / what / ?
Do _____

5 The letter below is a sample answer to an exam task. Read it and complete the gaps (1–11) with the most appropriate word from the list (A– L). There is one word that you do not need to use.

Dear Mr Johnson,

I am writing in connection with the new Jim Smith book that you have just published.

I am a huge Smith fan and would love to get hold of a copy of the new book. I went to my local bookstore hoping they would have it, but the assistant [1] TOLD me that it [2] _____ out of stock [3] _____ day. When I [4] _____ when it would be possible for me to get one, he said that I should come back the [5] _____ day and promised they would have it [6] _____. On Friday, however, he [7] _____: "I am really sorry, but the book [8] _____ not going to be in [9] _____. You should ask the publisher about it, maybe they have some copies left." You are, therefore, my last chance of getting the book!

I was wondering whether I can buy the book directly from you? Your website says it is possible, but I would also like to know [10] _____ I am supposed to pay postage costs as well? Could you tell me [11] _____ much it would cost me in total?

I look forward to hearing from you,

Best regards,

Jonas

A ASKED	D IF	G THAT	J WAS
B IS	E NEXT	H THEN	K TELL
C HOW	F SAID	I TODAY	L ~~TOLD~~

6 Look at the exam task below. Match the bullets to the appropriate parts of the letter above.

You would like to get a copy of the new book by your favourite writer but it was not available at your local bookstore. You have found the following information on the publisher's website:

A CRAZY TEACHER by Jim Smith. A new bestseller by the author of *Impossible Nouns*! The most exciting book Smith has ever written. To buy the book directly from us, write to Jack Johnson for further information: johnson@whitecatbooks.com

Write an email to the publisher in which you will:

- explain that you have tried to get the book at your local bookstore
- ask if it is possible to buy the book directly from the publisher
- ask about the postage costs

Begin your letter like this: *Dear Mr Johnson,*

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RELATIVE CLAUSES • DEFINING/NON-DEFINING RELATIVE CLAUSES

There are two kinds of relative clauses in English: defining relative clauses and non-defining relative clauses.

Defining relative clauses

- identify/define which person or thing we are talking about and are essential to the clear understanding of the described noun:

  A dishwasher is a machine ***which/that*** *washes dishes. (a dishwasher* is defined by a relative clause; a relative clause can't be omitted)

  This is the girl ***who/that*** *I met yesterday. (the girl* is defined by a relative clause; a relative clause can't be omitted)

- are NOT separated from a noun by a comma,
- can begin with the following relative pronouns:
  - ***who*** *or* ***that,*** when we talk about people,
    He is the boy ***who/that*** *promised to wait for us.*
    Do you know the girls ***who/that*** *are talking to Alexander?*
  - ***which*** *or* ***that,*** when we talk about things,
    It was the best short story ***which/that*** *I've ever read.*
    Can you bring the CDs ***which/that*** *I lent you last month?*
  - ***whose,*** when we talk about possession/belonging,
    I talked to a woman ***whose*** *daughter used to go to school with Tom.*
    That's the man ***whose*** *mobile phone has been stolen.*
  - ***where,*** when we talk about place,
    This is the place ***where*** *Mark and I kissed for the first time.*
    Have you ever been to the city ***where*** *Mr Perkins lives?*
  - ***when,*** when we talk about time,
    Christmas is the time ***when*** *I miss my family the most.*
    I met him at the time ***when*** *he was studying in Cambridge.*

In defining relative clauses, relative pronouns ***who***, ***which*** or ***that*** can be left out if they are followed by a personal pronoun or noun:

This is the note (which/that) ***I*** *found yesterday. (which/that* can be left out)

Brad Pitt is the actor (who) ***she*** *likes best. (who* can be left out)

Relative pronouns can't be left out if they are NOT followed by a personal pronoun or noun:

A doctor is a person ***who*** *treats people. (who* can't be left out)
I'll take him to the cinema ***which*** *has the biggest screen. (which* can't be left out)

Non-defining relative clauses

- do not identify a noun we are talking about but add more information about it; they are not essential to the meaning of the sentence and can be omitted without causing confusion:

  My friend Mike, ***who is getting married in July****, lives in Scotland. (who is getting married in July* gives additional information about Mike and can be omitted)

  She was rude and arrogant, ***which I didn't like at all.*** *(which I didn't like at all* is an additional comment and can be omitted without causing misunderstanding)

- are always separated from a noun by commas
- can begin with the same relative pronouns as defining relative clauses except for ***that***:

  John Smith, ***whose*** *father works with my mother, is a very nice boy.*
  My black coat, ***which*** *I bought last winter, is too small for me.*

  Brighton, ***where*** *we often go in the summer, is on the south coast of England.*

  Jane Goodall, ***who*** *is a famous primate researcher, has a house in Bournemouth.*

In non-defining relative clauses, relative pronouns can't be left out:

Budapest, ***where*** *they went on holiday, is much bigger than Gyula. (where* can't be left out)
In 1985, ***when*** *my parents got married, the summer was exceptionally hot. (when* can't be left out)

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1 Circle the correct answer.

1 I passed all my exams, _____ made my parents very happy.
a that **b** what **c** which

2 London is the city _____ the Olympic Games will be held in 2012.
a that **b** where **c** which

3 My sister Kate, _____ studies English, has an Irish boyfriend.
a that **b** whose **c** who

4 The play _____ we missed turned out to be very successful.
a which **b** who **c** what

5 I've lost my car keys, _____ is a real nuisance.
a which **b** what **c** that

6 Sibling is a person with _____ you share a parent.
a that **b** who **c** whom

7 Do you remember the times _____ we built snowmen on cold winter days?
a where **b** when **c** that

8 Yesterday I bumped into Joe, _____ sister used to be my girlfriend.
a who **b** which **c** whose

9 Everybody _____ hasn't done their oral exam yet needs to do it tomorrow.
a which **b** who **c** whose

10 The book _____ you have lost doesn't belong to me.
a which **b** what **c** whose

2 Complete the gaps with the correct relative pronoun (*which, what, who, whose, where* or *when*).

1 I don't like Mrs Sanders, ___who___ teaches Maths in our school.
2 I love the dress _____ you bought in France.
3 Winchester, _____ we met, has a very beautiful cathedral.
4 The boy _____ dog went missing couldn't stop crying.
5 Easter Sunday is a time _____ many people go to church.
6 Do you know the girl _____ is dancing with Mark?
7 Bournemouth, _____ attracts many tourists in the summer, is very close to Poole.
8 He walked me home after the party, _____ was very kind of him.

3 Decide in which sentences a relative pronoun can be left out. Rewrite these sentences without a relative pronoun or write 'can't be left out'.

1 What did you do with the hammer which Tom was using?
What did you do with the hammer Tom was using?
2 Where is the postcard that came yesterday?
can't be left out
3 Tom, who has never been to France, speaks French fluently.
_____
4 My mother wants me to eat things which I hate.
_____
5 The scientist who I admire most is Einstein.
_____
6 This was a birthday present which made me really happy.
_____
7 The people who live next to the school are Tom's friends.
_____
8 Do you like the cake that I've baked?
_____

4 Find the correct (✓) and incorrect (✗) sentences. Rewrite the incorrect sentences without mistakes.

1 Tom, that is a very clever boy, wants to study law. ✗
Tom, who is a very clever boy, wants to study law.
2 Would you like me to introduce you to the girl I met yesterday?
_____
_____
3 She screamed and shouted, which made things even worse.
_____
_____
4 I don't get on well with people which are very serious.
_____
_____
5 I would like to see the picture, that you brought from France.
_____
_____
6 Santiago de Compostela, where we went on a pilgrimage, is a very nice place to visit.
_____
_____
7 Is there anything that I can do to cheer you up today?
_____
_____

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5 Using the word in capitals write the second sentence so that it has a similar meaning to the first sentence. Put commas where necessary.

1 His dream is to meet Peter Crouch – he plays for Liverpool and England. WHO
His dream is to meet Peter Crouch, who plays for Liverpool and England.

2 Could you remember to give me back the book? – you borrowed it from me two months ago. THAT
_____
_____

3 He wants me to go to a restaurant – they serve Chinese and Indian food there. WHERE
_____
_____

4 At the circus I saw a very strong man – he could lift 100 kilograms without any trouble. WHO
_____
_____

5 The heavy storm lasted for five hours – it is now over. WHICH
_____
_____

6 I often think back to these times – my grandparents were still alive then. WHEN
_____
_____

7 He didn't apologise for his behaviour – this made me really cross. WHICH
_____
_____

8 Mrs Judge's son is in Year 5 and Mrs Judge is our History teacher. WHOSE
_____
_____

6 Match the beginnings with the endings of sentences using correct relative pronouns. Write sentences putting commas where neccessary.

1 Do you know a place...
2 I'll never forget the moment...
3 The police are looking for the man...
4 I got an autographed photo from Sandra Bullock...
5 I don't like the poem...
6 Her twin brother hit her...
7 We want to go to Rome...

a She is my favourite actress.
b We went on our honeymoon.
c He robbed a bank yesterday.
d He has written it for me.
e I first saw my little baby son.
f It made her cry.
1 g You can buy cheap furniture.

1 Do you know a place where you can buy cheap furniture?
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

EXAM PRACTICE

7 Read the text in which somebody compares and contrasts two photographs. Circle the correct relative pronouns.

Both pictures show people and animals having a good time together.

In the first picture, there are two people and two animals: a little boy, [1]*that* / (*who*) / *which* is about 6 years old, a teenage girl (probably his sister), and two dogs, [2]*whose* / *which* / *that* seem very lively. They're in the park. The dogs are running about and playing with the boy, [3]*who* / *whose* / *which* sister is sitting on a green bench and reading a book. The dog [4] – / *that* / *whose* has lots of black spots looks like a Dalmatian. The other one is a poodle.

In the other picture, there is a little girl playing with a cute white cat. They are in a big playground, [5]*which* / *that* / *who* probably belongs to a nearby school. The playground looks very similar to the place [6]*when* / *which* / *where* I used to play with my friends when I was at primary school.

Both pictures make me think about the time [7]*when* / *which* / *where* I had a dog and two cats and played with them a lot.

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GRAMMAR · LINKING WORDS

In English there are many linking words – words which join clauses into sentences. The most common linking words are:

- ***and*** used to express the idea of addition (to link chronological events or events resulting from each other, and to join the elements of a series):

  *We ate breakfast **and** went to school.*

  *I took my raincoat **and** umbrella.*

- ***but*** used to express the idea of a contrast:

  *He likes playing chess **but** is not good at it.*

  *She isn't my best friend, **but** I can always rely on her.*

- ***or*** used to express an alternative:

  *I want to study medicine **or** physics.*

  *We can go to the cinema, **or** we could stay at home.*

- ***so*** used to express the result of something:

  *I hate being late, **so** I left home very early.*

  *Tom read until midnight **so** next morning he was very tired.*

Other common linking words:

- ***if*** and ***unless*** used to express a condition:

  *You can visit her in hospital **if** you want.*

  *I won't help you **unless** you tell me the truth.*

- ***because*** used to express the reason for something:

  *Everybody likes him **because** he is very friendly.*

  *I didn't come **because** I had a terrible headache.*

- ***till/until*** used to express time:

  *I'll wait **till** you come home.*

  *You won't get any sweets **until** you've finished your lunch.*

- ***After*** *and* ***before*** used to talk about events happening one after the other:

  *It'll be weeks **before** we see our favourite teacher again.*

  ***After** I graduated, I started working as a lawyer in a local law firm.*

- ***while*** used to talk about events happening at the same time or to express the idea of a contrast:

  *He phoned **while** I was having a conversation with my grandmother.*

  *Robert loves basketball, **while** his brother prefers tennis.*

- ***although*** and ***though*** used to express the idea of a contrast:

  ***Although** she had a lot of friends, nobody offered to help her.*

  *I quite like him, **though** he can be very impolite and selfish.*

Relative pronouns (e.g. ***that, when, where***) are also linking words:

*They were sure **that** somebody was following them all the time.*

*I last saw her **when** she was very little.*

*Do you remember the place **where** we used to go after school?*

1 Circle the correct answer.

1 I've been to London many times (but) / *and* / *so* I have never visited Kew Gardens.

2 We will go camping *if* / *unless* / *after* it rains heavily.

3 Make sure you switch off all the lights *while* / *until* / *before* you go home.

4 I like Michal very much *so* / *and* / *but* I wouldn't go on a long holiday with her.

5 *Although* / *Because* / *If* we were late, we missed the boat we were supposed to take.

6 I wanted to have a good seat, *so* / *because* / *and* I ordered a ticket online two weeks before the concert.

7 I'd love to move to Spain, *while* / *and* / *so* my wife would rather live where we live now.

8 *Because* / *Although* / *Unless* she has never been to an English-speaking country, her English is very fluent.

9 You can't go out *after* / *until* / *while* you've cleaned your room.

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2 Complete the gaps with the correct linking words.

1 The weather was awful, ___so___ we changed our plans and stayed at home.

2 They can't go out tonight _____ they don't have a babysitter to look after their children.

3 _____ our grandfather didn't go to university, he is very knowledgeable.

4 It's up to you – you can stay with us for the weekend _____ you can go home.

5 Is this the restaurant _____ we had our first date?

6 I wanted to become a musician _____ my parents persuaded me to study law.

7 We won't have lunch _____ you come home.

8 I won't tell you anything _____ you promise to keep a secret.

3 The sentences below contain grammatical mistakes. Find them and write the sentences correctly.

1 I met my husband ~~where~~ we were both studying at the University of Oxford.
I met my husband when we were both studying at the University of Oxford.

2 Because she is physically disabled, she still stays very active.
_____
_____

3 Unless you really want to pass this exam, you need to study much harder.
_____
_____

4 I turned his invitation down though I didn't really fancy going out with him.
_____
_____

5 After using the camera, read this instruction manual to familiarize yourself with it.
_____
_____

6 My parents couldn't afford to pay for my studies because I had to find a temporary job to pay my fees.
_____
_____

7 I can live with my parents after I get a job and a flat.
_____
_____

EXAM PRACTICE

4 Complete the gaps in the text with the correct linking word.

Some people watch football matches at home, [1] ___but___ I prefer watching them live at a football stadium. It's certainly a better option for me [2] _____ the tickets are very expensive. I don't earn much, [3] _____ I have to be very careful with money.

Some people say that [4] _____ you are at a football stadium, you can't really see what's happening on the pitch. I can see their point [5] _____ I don't agree with them. Even [6] _____ you can't see everything very well, it's still much more fun than watching a match on TV. [7] _____ one more thing – you can ask players for autographs [8] _____ or after the match. [9] _____ you really want to see all the details, you can always record a match and watch it again on TV [10] _____ you get back from a stadium.

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PREPOSITIONS OF TIME

To talk about time, we use the following prepositions:

- **at**:
  at *five o'clock,* ***at*** *12.15*
  at *lunchtime,* ***at*** *night,* ***at*** *midnight*
  at *the weekend ,* ***at*** *Christmas,* ***at*** *Easter*
  at *the moment,* ***at*** *present*
- **in**:
  in *the morning/the afternoon/the evening*
  in *the second week of March*
  in *January/the summer/the winter*
  in *1789/the 20th century*
  in *a moment/five minutes/two months*
- **on**:
  on *Wednesday(s)*
  on *Monday afternoons*
  on *May1st,* ***on*** *13 January*
  on *Christmas Day,* ***on*** *Christmas Eve*

We do NOT use prepositions before ***every***, ***last***, ***next*** and ***this***:
I visit my aunt ***every*** *month.*
I went there ***last*** *Tuesday.*
What are you doing ***next*** *week?*
It was very cold ***this*** *winter.*

PREPOSITIONS OF PLACE

To talk about **position** (where something is), we use the following prepositions:

- **in** with 3-dimensional spaces:
  in *the dining room,*
  in *the dishwasher*
  in *Madrid,* ***in*** *Argentina*
  in *the street/Cumberland Street and*
  in *a car/a taxi*
  in *a book/ the newspaper/a story*
- **on** with 2-dimensional surfaces:
  on *the floor/ the wall and*
  on *a bus/a train/a plane*
- **at**:
  at *Tom's house*
  at *the bus stop/ the station*
  at *the theatre/the cinema/ a volleyball match/a party*
  at *a concert/wedding/disco*
  at *the table/door*
  at *breakfast*
  at *the office/work/university*
  at *a restaurant*
  at *the beginning/the end*
  at *the top/the bottom*
- **behind** – ***behind*** *a building*
- **in front of** – ***in front of*** *a building*
- **opposite** – ***opposite*** *a building*
- **between** – ***between*** *the post office and the station*
- **among** – ***among*** *the trees*
- **by** – ***by*** *the river,* ***by*** *me*
- **under** – ***under*** *the desk*
- **above** – ***above*** *the clouds*
- **near, next to** – ***near*** *our school,* ***next to*** *our house*

To talk about **movement**, we use the following prepositions:

- **out of** – *She got* ***out of*** *a car.*
- **over** – *She jumped* ***over*** *the fence.*
- **across** – *Go* ***across*** *the road.*
- **off** – *She fell* ***off*** *the bike.*
- *They got* ***off*** *a bus/train.*
- **along** – *Don't park* ***along*** *the yellow line.*
- **up** – *Go* ***up*** *the stairs.*
- **down** – *She cycled* ***down*** *the hill.*
- **through** – *Go* ***through*** *the gate.*
- **into** – *She jumped* ***into*** *the water.*
- **towards** – *He was walking* ***towards*** *the pyramids.*
- **to** – *She took him* ***to*** *the cinema.*
- **from... to...** – *She drove* ***from*** *Poole* ***to*** *London.*

We don't use a preposition before ***home***: *I went home straight after school.*

DEPENDENT PREPOSITIONS

Some verbs and adjectives are commonly followed by certain prepositions, for example:

- **verbs**:
  agree ***with***
  apologise ***for***
  arrive ***in*** *London*
  arrive ***at*** *the station*
  ask ***for***
  believe ***in***
  belong ***to***
  depend ***on***
  dream ***of/about***
  divide ***into***
  happen ***to*** *sb*
  laugh ***at***
  listen ***to***
  object ***to***
  pay ***for***
  remind ***of***
  succeed ***in***
  suffer ***from***
  translate ***from/into***
  wait ***for***
- **adjectives**:
  allergic ***to***
  bad/good ***at***
  different ***from***
  interested ***in***
  married ***to***
  pleased ***with***
  polite ***to***
  responsible ***for***
  similar ***to***
  typical ***of***
  unaware ***of***

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1 Complete the gaps with the words from the box and the correct preposition.

the beginning Rome the water ~~Thursday~~
the fridge a piece of paper May 7th
a Thai restaurant the taxi the motorcycle

1 Saturday doesn't really suit me but I can come on Thursday.
2 _____ of the story she is very unhappy but then everything changes.
3 What time did you arrive _____?
4 My sister's birthday is _____.
5 They jumped _____ with their clothes on.
6 I think there are three or four eggs left. They should be _____.
7 He got _____ and ran off without paying the driver.
8 Let's eat _____. They serve delicious food there.
9 Martin fell _____ and broke his leg.
10 Write it down _____, otherwise you will forget.

2 Circle the correct preposition.

1 She wore her hair in a style similar (to) / *from* / *with* her mother's.
2 People will always disagree on what is responsible *to* / *from* / *for* global warming.
3 I think children should always listen *in* / – / *to* their parents.
4 I have always been interested *in* / *for* / *at* biology and chemistry.
5 Everybody laughed *from* / *with* / *at* him at school but he didn't really care.
6 At the age of 40 my aunt got married – / *to* / *with* an Englishman.

EXAM PRACTICE

3 Circle the correct option (a–d) to complete each gap (1–16).

I am concerned that my friend from a language course Manuela hasn't come [1] a class again. I wonder what could have happened [2]____ her. I last saw her [3]____ Ricardo's party [4]____ Saturday night and she seemed perfectly OK. But this was [5]____ last week and now she hasn't been at school for four days. Perhaps she is not well. I know she sometimes suffers [6]____ terrible headaches.

Nicolas thinks that Manuela has gone back to her country. But I don't agree [7]____ him. Manuela wouldn't just go [8]____ home without telling anybody. She was planning to go back [9]____ Spain [10]____ the end of December because she wanted to be with her family [11]____ Christmas. So I can't understand why she would want to fly back [12]____ November. No, it's impossible. She must be ill or something.

I think we should call her tonight or tomorrow [13]____ the morning to see if everything is alright. We need to ask our teacher [14]____ her telephone number. Or he could call her from school during the break [15]____ lunchtime. If Manuela is ill we could visit her [16]____ the weekend.

1	**a.** to	**b.** for	**c.** at	**d.** in
2	**a.** with	**b.** –	**c.** to	**d.** about
3	**a.** in	**b.** at	**c.** to	**d.** –
4	**a.** on	**b.** in	**c.** –	**d.** at
5	**a.** at	**b.** in	**c.** on	**d.** –
6	**a.** for	**b.** at	**c.** from	**d.** with
7	**a.** with	**b.** for	**c.** –	**d.** about
8	**a.** to	**b.** in	**c.** at	**d.** –
9	**a.** to	**b.** at	**c.** for	**d.** in
10	**a.** in	**b.** at	**c.** on	**d.** –
11	**a.** on	**b.** in	**c.** at	**d.** about
12	**a.** on	**b.** –	**c.** at	**d.** in
13	**a.** in	**b.** at	**c.** –	**d.** on
14	**a.** about	**b.** with	**c.** for	**d.** –
15	**a.** at	**b.** on	**c.** in	**d.** for
16	**a.** on	**b.** at	**c.** in	**d.** for

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–ING FORMS AND INFINITIVES

Sometimes two verbs come in an English sentence together one after the other. Then the first verb can be followed by the second verb in one of the following patterns:

- **verb + *–ing***

  (e.g.: avoid, can't stand, consider, enjoy, hate, like, love, miss, not mind, practise, prefer, start, stop, suggest),

  *I **love** watching westerns on TV.*

  *Laura **can't stand** waiting for the bus in the morning.*

- **verb + *to* + infinitive**

  (e.g.: afford, agree, choose, decide, help, hope, learn, manage, need, offer, plan, promise, seem, want, wish, would like/love/prefer),

  *I **learnt** to swim when I was 7.*

  *She **promised** to take me to the cinema.*

- **verb + object + *to* + *infinitive***

  (e.g.: advise, allow, beg, help, invite, order, tell, want, would like/love/prefer)

  *Mark **begged** me to stay with him.*

  *They **advised** Peter not to go there.*

- **verb (modal) + *infinitive without to***

  (e.g.: can, could, might, must, should),

  *You **should** obey your father.*

  *I **can** go with you if you want.*

- **verb + object + infinitive without *to*** (e.g.: *let, make*)

  ***Let** me show you how to do it.*

  *My mother **made** me clean the bathroom.*

The verb *help* can be followed by verb + infinitive without *to* or infinitive + *to*:

*Can you **help** your sister lay the table?*

*Can you **help** your sister to lay the table?*

1 Write sentences using all the words and putting the verbs in the correct form. Don't change the order of the given words.

1 Fiona / stop / smoke / last year.
Fiona stopped smoking last year.

2 I / learn / drive / when I was 16.
_____

3 You / should / take / a break / now.
_____

4 Peter / enjoy / watch / football matches on TV / on Saturdays.
_____

5 She / seem / be / much happier / now.
_____

6 My parents / want / move / to a bigger city / soon.
_____

7 I / not mind / work overtime / next week.
_____

2 Complete the gaps with the correct form of the verbs in brackets. Add the object where it is necessary.

1 He invited me to make (make) a speech but I was too nervous to do it.

2 I told _____ (not do) it but she didn't listen to me.

3 Can I be of any help? Let _____ (carry) your books to the classroom.

4 I think she should seriously consider _____ (change) her job.

EXAM PRACTICE

3 The email below is a sample answer to an exam task. Read it and circle the correct verb forms.

Dear Mr Pendred,

I'd like [1]*to enrol / enrolling* on an intensive English course in your school. I don't mind [2]*to have / having* classes in the evenings but I'd prefer [3]*to finish / finishing* before 8 pm.

I started [4]*learn / learning* English five years ago in a primary school in the Czech Republic. We practised [5]*to speak / speaking* and grammar but the groups were quite big. My teacher in the Czech Republic advised [6]*to go / me to go* to England to get more practice.

I'm planning [7]*to stay / staying* in London for five months and I hope [8]*to take / taking* the FCE exam in November.

Could you please send me an email with the dates and fees for the courses in your school?

With best wishes,
Aneta Novakova

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QUESTION TAGS

Question tags are short questions used at the end of a sentence.
We form a question tag with an auxiliary verb (e.g. *be, have, can, do*) and a pronoun (e.g. *I, you, she*):

You like ice-cream, ***don't you****?*
Ann's very pretty, ***isn't she****?*
Your brother can't sing very well, ***can he****?*

We usually use a negative question tag after affirmative sentences:

affirmative sentence	negative question tag
Luke **will** come later,	**won't** he?
They'**ve got** a dog,	**haven't** they?
You **were** late,	**weren't** you?
She **likes** swimming,	**doesn't** she?

We usually use a positive question tag after negative sentences:

negative sentence	positive question tag
You **aren't** hungry,	**are** you?
They **didn't** do it,	**did** they?
Your sister **can't** cook,	**can** she?
He **hasn't** come yet,	**has** he?

Instead of a pronoun, we can use *there* as a subject in question tags:

There's some milk in the fridge, ***isn't there****?*
There weren't any mistakes in my essay, ***were there****?*

In sentences with *Let's*, the question tag is *shall we?*:

Let's go to the cinema, ***shall we****?*

In imperative sentences, the question tag is *will you?*:

Switch the TV off, ***will you****?*

We use *aren't I?* (not *am I not*) in question tags:

I'm a bit late, ***aren't I****?*

EXAM PRACTICE

1 Circle the correct question tag (a–d) to complete each gap (1–15).

PAUL: You've just come back from holiday, [1] b ?
JOHN: Yes, it was great! Switzerland is beautiful. You went there last year, [2] ____?
PAUL: Two years ago, actually. We went skiing for a week.
JOHN: Aha, I remember now. Your father is a skiing instructor, [3] ____?
PAUL: That's right. And he is a very good one, too!
JOHN: I guess you can ski very well now, [4] ____?
PAUL: Yea ..., quite well. And what about you, John? Are you a good skier?
JOHN: No, not really. It's not so easy to learn at my age, [5] ____?
PAUL: Oh, come on! At your age! You are not serious, [6] ____?
JOHN: Well ... I guess I probably need more practice. I might ask your father for a few lessons. You don't mind, [7] ____?
PAUL: No, of course not! As a matter of fact, I think he's just starting a new beginner course. Let's call him right now, [8] ____?
JOHN: Good idea. But ... wait, Paul. I still need to think about it ...
PAUL: Oh, come on! There's nothing to worry about, [9] ____?
JOHN: Ok then. I guess it won't hurt to give it a try, [10] ____?

1	**a.** didn't you	**b.** haven't you	**c.** have you	**d.** did you
2	**a.** did you	**b.** weren't you	**c.** were you	**d.** didn't you
3	**a.** isn't he	**b.** does he	**c.** is he	**d.** doesn't he
4	**a.** do you	**b.** can't you	**c.** don't you	**d.** can you
5	**a.** isn't it	**b.** does it	**c.** is it	**d.** doesn't it
6	**a.** are you	**b.** do you	**c.** aren't you	**d.** don't you
7	**a.** are you	**b.** don't you	**c.** aren't you	**d.** do you
8	**a.** will we	**b.** shall we	**c.** do we	**d.** are we
9	**a.** is it	**b.** isn't there	**c.** is there	**d.** isn't it
10	**a.** won't it	**b.** isn't it	**c.** will it	**d.** is it

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TAPESCRIPT

CD 1 · TRACK 2

1: My name is Amanda and I'm going to tell you a story about something very special that happened to me when I was sixteen years old. It all began...

2: Good morning. Our first guest today is the one and only Tom Jones who is going to talk to us about the good and bad sides of being a star. First of all, ...

3: Tired and irritated? Finding it hard to concentrate? Our tour will help you rediscover your true self, and enjoy life again. It will all start at the airport...

CD 1 · TRACK 3

It's summer again and we can't wait to go on our holidays. But not all holidays are so nice and relaxing! Here's another story in our series 'A holiday that went wrong'. Agnes, over to you.

Agnes: Last year I decided to go on a walking tour along the coast of the Baltic Sea. I was fed up with the idea of lying on the beach, sunbathing and doing nothing; what I wanted was an active holiday. I started the preparations in June. I was very excited about it, and I couldn't wait to start!

The first day was pretty good. I walked for about four hours in the morning, and about three in the afternoon. But when I got to the place where I planned to spend the night, it turned out that there was not a single bed left free. I had to sleep out on the beach. The second day started with heavy rain, so my things got very wet. On the third day I began to have problems with my shoes. They were supposed to be 'perfect trekking boots for all conditions', but it just wasn't true. My feet hurt so much that I had to take a bus to the nearest town to buy some other shoes. When I was there, I accidentally met an old friend. She invited me to her holiday home in the Lake District, but I refused to go because I wanted to keep walking along the seashore! So I did.

Next day, though, there was not only a problem with my shoes (I mean the new ones), but also another worry: there was no way to go! The track along the shore was blocked for some reason. I thought it would take me a long time to find another route. To make things worse, my feet hurt, so I didn't feel like walking any more. In the end, I decided to call my friend with a house in the Lake District. When she heard my voice, she said happily, 'Great! We'll be lying on the beach, sunbathing and doing nothing!' Well, I must say I quite liked this idea...

CD 1 · TRACK 4

1: Hi! I wonder if you could help me. I'd like to send these three letters to Canada, and there is also this small parcel I'd like to post to Spain. Can I buy all the stamps here?

2: If you're looking for sweatshirts, Sir, there are some nice colours down there on the right, next to the jeans and T-shirts. I think blue might be right. What size are you?

3: OK, Brian. May I see your homework? Right... Let's practise this dialogue, shall we? Listen and repeat after me...

4: We regret to inform passengers travelling to Hungary that all flights are delayed because of very strong winds in the area. Gates 2 and 3 are closed. More information...

5: OK, so, for starters, I'd like a little caviar on toast with a glass of champagne, and then some good cheese with bread. No soup, thank you. Oh, and could I have...

CD 1 · TRACK 5

Every year when the summer comes people have the same problem: where to go on holiday? The mountains are fine with people who like walking but the weather could ruin their plans, and if it rains for six days, there's nothing to do. Other people prefer the seaside but all the best places are so crowded! So why not go abroad and visit some of the world's famous cities? This can be quite expensive, though. And by the way, staying at home isn't very cheap, either, as you often end up spending money on entertainment like theatres, shops and cafes. Many of these places close for the holidays, which can also be a problem. Really, when you come to think about it, holidays mean so much trouble that it's strange we haven't got rid of them yet!

CD 1 · TRACK 6

1: The project was very difficult and took a long time, so I knew we would be well paid for it. But still, when Janet told me how much money we'd made, I was flabbergasted.

2: Some people like being dressed in a formal way, some love easy, weekend styles, but I prefer wear-it-everywhere kind of clothes.

3: When we were moving house, there were so many different objects to pack! It turned out that the best idea was to use large containers made of hard cardboard.

4: I often wonder what it means to be an eccentric. People who seemed strange some time ago would probably become part of mainstream society today!

5: Between these two mountains there is just enough space for a small, narrow ravine full of flowers and trees and with a small stream flowing through it.

CD 1 · TRACK 7

1: The night was cold and wet but I had to walk my dog in the park and I caught a cold.

2: Have you heard what happened to May? She won a scholarship to Oxford!

3: On her sixtieth birthday, my grandma went to Paris for the first time.

4: I can't remember the number of Janet's apartment – is it eighty-three or thirty-eight?

5: On my desk I always keep my pens on the right, and paper on the left.

6: Christian and Andoni are brothers, but Chris is fair, and Andoni is very dark-haired.

7: To walk through the labyrinth, you must carry a long piece of string to mark your way.

8: My brother's favourite computer game is about the adventures of a Medieval knight.

CD 1 · TRACK 8

Have you already started making your plans for the weekend? If so, you'd better wait a moment because we've just received information about some changes to the three main events which are planned for Saturday and Sunday. Here we go...

1: The concert of Crazy Rag Bone and the Monkey, which was to start at 9:30 on Saturday at Nick's Place, has been called off. The band informed us that their singer has fallen ill. I'm sure many of you will be disappointed! But you can still get your money back, just contact the ticket office at Nick's.

2: There's another big event on Saturday, but it will happen at a different time and place. The Young Fashion Show starts at ten p.m., and not seven; and the place is the Planetarium, and not the Great Opera House. You may get a special invitation to a party after the show, but only if you come early.

3: The Great City Run is scheduled for Sunday morning. If you get tired of standing and watching the runners, the organisers invite you to River Boulevard. There will be cafes with popular food and drink, local bands will be playing, and you'll be able to watch Great Runs in other cities on many giant telescreens.

CD 1 · TRACK 9

1: I didn't have a lot of money so I could only buy a bottle of water.

2: We haven't visited our relatives in France since 2001, but they are coming to visit this year.

3: If Brad had been more careful, he wouldn't have lost his passport.

4: I haven't met anybody as intelligent as Simon.

5: Unless all your things are packed in ten minutes, I will have to leave without you!

CD 1 · TRACK 10

Ladies and gentlemen, it is a great honour for me to talk to you today about my experiences as a student on the international exchange programme, which was sponsored by your company. As you can see in my report, my stay proved very important and useful. However, there were also some problems which I faced during my stay. Let me talk about them now.

First of all, studying in Denmark requires special skills that some Polish students may not have and should develop before they go there. I was really surprised to find out, shortly after I began my studies there, that I was asked to give a presentation to the whole group of students – something I had never done before. There were also a lot of papers to write at home, as well as study groups, which was another form of homework assignment: our professor gave us a problem to solve, and we had to do it working together. Studying in Denmark is different to studying in Poland. Living abroad is also different, and can be quite difficult. In Denmark, everything is more expensive, and students have to learn very quickly how to save money. So, for the first time in my life, I started preparing my own meals and buying everything as cheaply as possible. The standard of living, and culture in general are two other areas that are very different. Although there is a crash course about living in Denmark for all the international students, which is organised once a year, I think we should be given more information before going to Denmark.

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Finally, let me say a few words about communication. I don't speak Danish, so I used English to communicate with other students, professors, and Danish people in general. There were a lot of occasions to socialise, and with the Internet and Skype I could always contact whoever I liked. However, paradoxically, after living there for as long as one year I still have the feeling that I haven't really got to know Danish society. If I had known the language, there would have been more opportunities for contact.

To sum up, the student exchange programme was a useful experience, but it would be even more successful if the difficulties I talked about were solved. Thank you for your attention.

CD 1 · TRACK 11

It's already past six o'clock, so it's time for this week's 'Culture at six' Today we are going to talk about museums. Until a short time ago, visiting a museum was not my idea of fun. I always thought of museums as very serious institutions, full of old, dusty things, in which you were not allowed to do anything. But then I met Amanda Clarke, a vice-president of the Museum Lovers Club. Amanda, welcome to the show. Let me start by asking you a very basic question: what can make a museum attractive?

Amanda Clarke: Well, first of all, I think that an attractive museum must be interactive. By 'interactive' I mean being able to do a lot of things: for example, choosing your own route through the exhibition, having the opportunity to do other things than just walk and look, and above all, being allowed to touch and move things. And of course the exhibition itself should be interesting and modern. One of the most fascinating museums of modern art is Louisiana in Denmark. It is set in a beautiful spot by the sea. You can go there for a picnic and lie on the grass next to a famous sculpture! Rooms in the museum building were specially designed to match the paintings, sculptures and other things which are presented there. And of course there is a great shop and a big restaurant. You can spend there a whole day there, and never get bored! Another interactive museum which I'd like to recommend is called *Experimentarium*, which also happens to be in Denmark. This museum is about science and technology, and as the name suggests, it's based on the idea of experiment. Visitors simply have to touch and move the exhibits because it is the best way to understand how different things work. I think you can understand many complicated processes and mechanisms when you're in *Experimentarium* – and by the way, most of these experiments are very easy!

Finally, something for music fans. One of my favourite places is the museum of music and instruments in Brussels. It's located in a beautiful Art Nouveau building. Each visitor gets a set of headphones when buying a ticket. You can walk whichever way you like, and the moment you're getting close to any instrument, you can hear it play in your headphones. So, practically, you visit this museum not only with your eyes, but with your ears as well. And this is also what I call 'interactive'!

CD 1 · TRACK 12

...managed to escape in a stolen car. Police are looking for two men in connection with the robbery. The men are both in their thirties. The first one is tall and thin. He's got long, wavy, fair hair tied in a ponytail. He may be wearing jeans, a black sweater and a long dark coat. The other man is...

CD 1 · TRACK 13

Hi, welcome back to 'Famous Lives'. Actress Angela Pretty is definitely not expecting a child. In fact, she has just announced that she and husband, Mario Conway are planning to get divorced! It seems it isn't easy to get on with the Hollywood star. Remember how her fairytale romance with ex-husband, actor Brent Potts ended? She broke up with him after they had a row during an Oscar ceremony!

CD 1 · TRACK 14

Hello, everybody, and thank you all for coming here today. As you know, we meet here every week to share important experiences in our lives. It is my turn today, and I'd like to talk to you about my first job. After leaving school last year, I decided to go on a longer holiday and visit my family in Australia. During my second month there I thought I should do something to improve my English. And so, just one week later I became a shop assistant in a small corner shop in Melbourne. Of course I hadn't had any previous experience in this kind of job, and I was a bit worried. But Mr Jenkins, the shop owner, and Kate, the other assistant, said it wasn't important at all. They asked me to come to the shop for one whole week only to watch what they were doing. Those seven days were the best training you can imagine. I really learned a lot. If you are a shop assistant, dealing with customers is one of the most difficult things to do. Mr Jenkins was always very kind to them, but Kate sometimes became a bit angry, especially when they couldn't make up their minds what they really wanted. I discovered that some people were coming to our shop not only to buy things, but also to talk to us. Now I think I can understand people's behaviour much better than before, and especially that of the elderly. Another difficult thing is money. When you work for the first time, you feel really strange about it... For about one month, I kept making mistakes. But I was lucky because Mr Jenkins was always by my side ready to help me get out of trouble. And I'm sure now I've become an expert at mental arithmetic.

All in all, my first job was a very positive experience. I think I've become more open and tolerant. Even though I had a lot of work to do, I have also somehow managed to become more relaxed and easy-going. But if you ask me, I wouldn't like to work as a shop assistant again! In fact, I'm just about to start studying astronomy, and then, who knows? The sky's the limit! Thank you very much for your attention.

CD 1 · TRACK 15

Interviewer: Well, it wasn't easy but we've finally managed to catch up with Terry Donovan, the Olympic champion swimmer and the current world record holder for the men's 200 m butterfly. Terry, thank you for coming to the studio and welcome to the programme! You seem to be very busy nowadays. Has your life always been like that?

Terry Donovan: Well, if you're asking about my childhood, it certainly wasn't. I had the most easy-going parents you can possibly imagine. I spent practically all the first twelve years of my life on the beach in my native Australia, playing in the sand, you know... doing nothing, actually...

I: When we talk about sport, we always think about how important it is to have a strong character, discipline, a strict timetable... If you had such a lazy childhood, how on earth did you manage to become an Olympic champion?

TD: As I said, only the first twelve years of my life were like that. Later on my parents decided to send me to a special secondary school, and this school turned out to be the best swimming sports centre in the country, and I turned out to be quite good at the butterfly, and so it all started...

I: You seem to be creating this impression that all the success in your life came just like that, without any hard work on your part. But has this really always been like that?

TD: Well, sometimes it was very hard. For example, the twelve months before I won the gold at the Olympics were the toughest in my whole life. All sorts of things were happening – my girlfriend went off with another guy, then my parents got divorced – and I still had my six hours of swimming to do every day...

I: What was it like when you won the gold? Did you have this feeling that it somehow compensated for all those bad moments and hardships?

TD: In fact, it more than compensated for everything. It was simply the best moment in my life, and it will probably remain so for ever. Even if I win another gold in the future, I won't ever feel as ecstatic as I did about that first one.

I: And finally, Terry, please tell us what you consider to be the most important feature of a successful sportsperson. Is it strong motivation?

TD: Yes, motivation is certainly very important. When I start a race, I'm always strongly motivated – you know, I always want to come first! Yet I think that skills are even more important. You must train very hard, practise and learn, and always be very well prepared for each race. If you haven't got enough experience, you will never win, no matter how motivated you are!

I: Terry Donovan, thank you very much. And now, after the break, we'll have questions from the audience in the studio.

CD 1 · TRACK 16

Interviewer: We are very lucky today to have with us in the studio Beryl Martin, the famous traveller who specialises in Africa. Hello, Beryl.

Beryl Martin: Hello, everybody.

I: Can you remember that special moment in your life when you decided to become a traveller?

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BM: Yes, I do. I think I was thirteen or fourteen at that time... in fact, I don't remember how old I actually was but the day itself stands very clear in my memory: it was Saturday, the fifteenth of May, my mother's birthday. I was reading *Out of Africa* by Karen Blixen when I suddenly stopped and said to myself, 'yes, that's what I want to do in life'.

I: I suppose you probably had some romantic ideas about Africa. Did your first visit there meet your expectations?

BM: Oh, actually when I first went there, it's perhaps strange... I felt both exhilarated and exhausted. Everything was so new and interesting, and exciting – but at the same time, I had this feeling that it had taken me so long to get to Africa, that I had been working so hard to get there... So as I said, it was both exhilaration and exhaustion.

I: It seems that nowadays there are many people travelling through Africa, taking pictures and describing or filming their adventures. How do you feel about the competition, Beryl?

BM: Most of them aren't my competitors, they are my best friends, actually. One thing you need to know about Africa is that it's important to make friends with people because sometimes your life depends on their help or advice. So if you aren't sociable and open to other people, don't ever think about becoming a traveller!

I: Well, I must ask this question: if not Africa, which other part of the world would you like to travel to?

BM: Of course there are many areas in the world which I find fascinating – for example, the Amazon or some distant islands in the Pacific... But nothing is as interesting to me as Africa. Africa is also more important than any new place I could visit because I've got my house and all my life there. But one day, who knows?

I: OK. And now, after these personal questions, it's time for more practical information for our listeners who would also like to become travellers one day. The first person to call us is, I think, Natalie from...

CD 1 · TRACK 17

Announcer: We asked five experts to give advice to people who want to get a job. Here's what they had to say.

1: Many candidates looking for a job in my business don't know how to behave when they are with customers. Some of them are very relaxed, which is not right. On the other hand, others get too serious and tense. I think that the best candidate would be someone in between: a person who is nice to customers and, at the same time, a professional representative of the company.

2: In my company it is very important how you look and what you are wearing. No matter how old you are, there are certain rules that must be kept. Suits for men and women should be dark-coloured and rather traditional. And things like T-shirts and trainers are not allowed at all – even though on the fifth day of the week you can wear jeans.

3: I'd like to advise all my future employees to practise something which is called time management. People should know how to use their time in the best possible way. Personally, I don't tolerate late-comers. If somebody doesn't care to come on time, they obviously show they don't respect their job, and that they don't take me seriously as their boss.

4: I used to have a lot of tips for people who are just about to start work, but some time ago I went to see another office, and I saw something horrible: a desk with papers and documents, on top of which there was a big fat burger and a cola. Since then, my only rule has been: 'no sandwiches and no cola when you're at work'.

5: Let me think... It's not easy to come up with just one piece of advice. Of course it is important to do everything on time, to treat customers in the right way, not to talk on your mobile, be nice to other workers... But if I were to choose just one thing, I would probably say: keep a nice white shirt always ready. You need to look smart when you work in a bank.

CD 1 · TRACK 18

1: Even if you aren't a great fan of astronomy, it might be a good idea to look closely at the skies tonight. Every year in August stars are falling, and the show today will be even more special. In fact, scientists expect a real shower! For each falling star, as they say, you should think of a wish to come true – so you'd better start thinking about them already!

2: We're not interested in gossip but facts, so our reporter went as far as Egypt to interview one of the most fascinating new stars, Nathalie Jones. As it turns out, Ms Jones has got interesting plans for the future. Her new film will be made in Hollywood, and after that she'll probably fly back to Africa for a month-long safari. Good for her. Let's keep our fingers crossed and wish her luck!

3: People who are planning to go to the south of the country must take care. For some time now, there have been forest fires in the area. Yesterday two people were badly injured when they were trying to protect their house. It's hard to say when the disaster will come to an end, especially as more hot weather and strong winds are expected.

4: Yesterday a new shopping centre was opened, and today it will close again! Quickso in Mulberry had only been open for about five hours when it was discovered that the building was not safe. Walls started shaking, and there were large pools of water on the floor in the basement. The manager hopes things will be sorted out quickly, but we suspect it may not be so quick!

5: And finally, in a moment we will welcome to our studio a special guest, Wendy Charlton, who has been walking through Europe to promote animal adoption. Wendy has already been very successful because she's managed to find about one thousand families for homeless cats and dogs. Stay tuned to listen to her stories about her adventures with people and animals.

CD 1 · TRACK 19

Good morning and welcome to our news programme.

First, the world of politics. Yesterday in Parliament the Prime Minister had to answer some difficult questions about the activities of some ministers in his cabinet. The most shocking case is the Health Secretary, Mr Jack Prune, who spent large sums of money while he was on holiday in Italy. Mr Prune will be questioned about it by the Parliamentary Commission later today.

Let's move now to the economy. Have you noticed that you've got more money in your pocket? Even if you haven't, this is what the specialists say: as a society, we've got much richer and simply love spending money. The conference which starts at the University today will analyse this situation and give some suggestions for the future. It's obvious that we want to be rich not just today, but also tomorrow!

As for the world of entertainment, the big news is today's Rolling Stones concert. The ever-young veterans of rock have already arrived, and spent last night visiting the Old Town. The concert starts at nine p.m. but of course you should arrive much earlier, especially if you want to get a good place to stand. The gates open at four, and all afternoon there will be special buses directly to the Stadium.

Finally, the weather. We've had some good news for you recently, but now it looks less optimistic. Rain clouds are developing in the west; and what's more, there will be some strong winds in the northern parts of the country. So be careful if you're planning to drive to the seaside because roads will be slippery and there may be some fallen trees on your way. Have a nice trip and good luck!

CD 1 · TRACK 20

Marian: Careful Training Centre. Marian speaking.

O: Hello, I'm a foreign national... from Libya... I'm a resident here in Nottingham... I want to apply for British nationality, you know naturalisation as a British citizen, and I've been told I have to take a citizenship test. Do you...?

M: Yes, you can take the test here.

O: Oh good... What's it like?

M: It's a computer test with 24 questions.

O: What kind of questions?

M: About the British way of life, and...

O: What? Like do British people queue at bus stops?

M: Yes, questions about living and working here, you know like job interviews, renting a flat, how to open a bank account, if it's obligatory to join a trade union, how old you need to be to vote in a general election...

O: Sounds pretty easy.

M: There are also questions about tax, education, religion, human rights, British institutions, national and local government, politics,...

O: Such as?

M: Well, is Britain a democracy? Is it a republic or a constitutional monarchy? Where does

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the prime minister live? The royal family? Which are the main political parties? What does an MP or a town councillor do?

O: That's a bit harder...

M: You might get questions about the population of different cities, the role of the UK abroad, you know the European Union, the United Nations. You might have to recognise the national flags of England, Scotland...

O: Do I have to sing the national anthem too?

M: No. But you can if you like.

O: What about history?

M: No, no questions about famous kings and queens or the British Empire...

O: Just as well...

M: There's stuff about crime though. Drug laws, the police, the legal system, and there are even things like body language! You know the meaning of different gestures!

O: Oh right. How much does it cost?

M: £34... Listen, you can get all the information you need on this website, www.lifeintheuktest.gov.uk

O: www.lifeintheuktest.gov.uk... OK, thanks a lot.

M: You're welcome. Bye.

O: Bye.

CD 1 · TRACK 21

MOTHER: Here you are, Mikey. Twelve pairs of clean socks.

MIKE: Mum, I don't need twelve pairs. I can wash them. And anyway I'll be wearing sandals most of the time.

MOTHER: And I've bought you some nice new underpants.

MIKE: Mum, that's really nice of you, but you know I only wear boxer shorts!

MOTHER: Have you packed the three warm jumpers ? Take a wooly hat and a scarf, they said on TV it may be cold!

MIKE: Mum, it's July! Are you going to tell me to take a pair of winter gloves too?

MOTHER: Better safe than sorry, Mikey. And here's something else for you.

MIKE: Wow! A new pair of Speedo swimming trunks! Thanks, Mum!

CD 1 · TRACK 22

CHRIS: So, what shall we do tonight?

ROSE: Let's go clubbing! I feel like a dance.

C: Oh no... I can't stand all that noise. Can't we just stay at home and play chess?

R: You've got to be joking! Is that your idea of entertainment?

C: Well, actually, yes, it is... But if you don't like it, we can do something else.

R: Like what?

C: How about watching a good film on DVD?

R: You really don't want to go out at all, do you? Chris, what are you, 60 years old or something?

C: We could listen to some music later... we could dance on our own, just the two of us. What do you think of that, Rosie?

R: Oh, okay, then. Maybe you can be romantic after all. But no chess, right?

CD 1 · TRACK 23

Ian: ...so let's meet our guest speaker... Anthropologist, author of 'Men and Women: the real difference', Dr Olga Fedotov...

Olga: Good evening, thank you... Look around you. What do you see? Other people. Some are male, some female. Black people, white people, brown people, practically every colour except blue or green... Most of you are in your twenties or thirties, but I can see some middle-aged faces, a few adolescents, and even one or two elderly people like me. Some of you are short, some tall, and some average height. Some of you are slim, others a bit plump or overweight. Some have long straight fair hair, others curly dark hair, and some are totally bald like Ian... Most of you are clean shaven, but I can see one or two splendid moustaches and beards. Fortunately, only on the men... Look around... There's someone with straight white teeth. Someone with a prominent chin and a long nose. Someone with bushy eyebrows. Green eyes and freckles. Brown eyes and a clear complexion. Broad shoulders, thin lips, long fingers, bright eyes.... We're all so different! But we're all human beings. The same species: homo sapiens. There are six and a half billion of us and we've been around for 200,000 years... But nothing lasts forever... In his novel 'The Time Machine' H.G. Wells predicted a future with two distinct human species. The Eloi: delicate, happy, peaceful creatures with pink skin, curly hair, small ears and large eyes. And the Morlocks: bigger, stronger, uglier, who live underground and... eat the Eloi... Science fiction?... Yes... But I believe that humans may become two different species. Those who depend on machines and those who don't. The humans who depend too much on technology, who let machines do everything for them, will lose the ability to communicate, to work in teams. They will become short, fat, slow, lazy and ugly. But the people who don't depend on machines will evolve differently. They will be 3 metres tall and will live for 150 years. They will be healthy, intelligent, sociable and creative. The women will develop smooth, hairless skin. The men will have stronger jaws, deeper voices and be more athletic. But is this?

CD 1 · TRACK 24

Georgie: Kieran, wake up!

Kieran: What?

G: Do this test. Find out if you're the ideal boyfriend.

K: Oh, OK. It might help me understand why I haven't got a girlfriend.

G: I've told you. Girls won't go out with you 'cause you're ugly.

K: Ah, Georgie, with a best friend like you, who needs enemies?

G: Okay, ready? Question one. How much time do you spend on your appearance? Less than 5 minutes, 30 minutes, more than an hour.

K: Eh, what's that mean?

G: It means stuff like combing your hair, cleaning your teeth, having a shower, putting on your clothes, looking after your skin...

K: Girly stuff.

G: Yeah.

K: Less than 5 minutes.

G: Right. Two... How would you split up with a girl?

K: Let's see, I think I'd break up with her by text message. It's cheaper.

G: Great answer, Kieran.

K: What?

G: Nothing... Three... How do you celebrate your girlfriend's birthday? Throw a party with a birthday cake, go out for a meal and then go dancing, or go out with *your* friends.

K: The party and the cake, I think.

G: Right... Number four... Household chores... If you were married, which ones would you do?

K: Not C. I can't stand ironing... B! I like cooking!

G: Five. She asks you to go shopping with her... What do you do?

K: Well, I don't like playing computer games. So, I'd agree but spend all my time reading comic books in the book shop while she's looking for clothes.

G: Okay. And finally, number six... You go to the cinema, there's a choice of three films. She prefers the romantic film. Which film do you see?

K: Well, I'd like to see the action film with Arnie obviously...

G: Of course.

K: But I'd probably compromise and see the French comedy.

G: OK, Kieran. Time for your score. Here it is... The maximum is 60, and you got 20 points!

K: 20! What does it say?

G: You're not totally hopeless... you're immature and selfish... if you want to get on well with girls, you're going to have to think about how they have fun.

K: Oh!

G: Hey! Where are you going?

K: Em, I'm just going for a shower.

CD 1 · TRACK 25

In the picture I can see a man and a woman. They are sitting on a sofa and... I don't know.

CD 1 · TRACK 26

The photo shows a young man and a young woman sitting on a sofa and not talking to each other. They may be husband and wife, or girlfriend and boyfriend, but I don't think they like each other very much at the moment. They are angry or fed up. They're not even looking at each other. Perhaps they've had a row. Perhaps he said she spends too much money, or she said she wants to leave him... Or maybe they're just bored. They may be thinking: "She's so boring!" or "He's so annoying!" or "I can't stand him!" or things like that. So, they are young, good-looking and probably quite rich, they've got this nice flat with a leather sofa, but they don't seem very happy.

CD 1 · TRACK 27

Jane: I'm calling about the advertisement. I'm interested in renting the flat, but I would like to know a few details.

Landlady: Well, it's a very nice flat, very conveniently located: near the centre, but in a quiet side street. It has lovely views from the windows.

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J: I see. That sounds nice. And how about public transport?

L: There are lots of trams and buses and an underground station within five minutes' walk.

J: And there are two bedrooms, is that right?

L: Yes, two bedrooms and a living room.

J: Is it furnished?

L: Well, the kitchen is fully fitted, but the bedrooms are a bit bare, to be honest.

J: So, how much is the rent?

L: £ 500 per month, payable in advance.

J: Can I come and see it?

L: Of course. When would you like to come?

CD 1 · TRACK 28

Narrator: Part One.

Kate: Here's your tea, Colin.

Colin: Thanks, Kate.... This is ridiculous, you know.

K: What? My tea?

C: No, not your tea. The price of accommodation! Rents are so high in London! I'd love to move out, you know, get away from my parents, but I just can't afford to.

K: Huh, sometimes I think it would be great to move back in with my mum and dad.

C: Seriously?

K: Well, no, of course not! But sometimes I do feel a bit homesick.

C: I just want to be free, I want to be able to stay out all night if I want to. Or to stay in and not to have to watch the programmes my mum and dad like.

K: It's not all parties and fun, you know. You've got to do your own shopping, and wash your own clothes, and do all the cleaning and cook your own meals!

C: That's no problem. I'd just eat sandwiches.

K: You can get pretty fed up with sandwiches, you know.

C: Yeah, I suppose...

K: And you have to pay the rent and all the bills! Electricity, gas, telephone...

C: Yeah, but still...

K: I'd really like to buy my own place, but it's impossible.

C: I think I'll buy a lottery ticket.

K: If I won the lottery, I'd buy a cottage in the country.

C: Or a bungalow by the sea.

K: Or a chalet in Switzerland.

C: A penthouse flat in a skyscraper in New York!

Narrator: Part Two.

C: Hi, Kate. What's up?

K: Hi Colin, you know you were saying that you wanted to move out?

C: Uh huh.

K: Well, how do you feel about sharing a house with me?

C: A house?

K: Yeah, my uncle's got a house in Ilford and there are two rooms he wants to let.

C: What's it like?

K: It's got two floors and a basement with a games room, and a garage where you can keep your bike. There's a bathroom upstairs and a toilet downstairs, and...

C: Is it furnished?

K: Yes, the living room has got everything you need – DVD player, sound system, sofa, large screen TV and the kitchen has got a microwave, a dishwasher and two fridges – one just for drinks!

C: It sounds great. How much is it?

K: It's cheap. It's only £70 a week each. The only problem is the wallpaper in the bedrooms. It's disgusting. Pictures of little blue aeroplanes.

C: That doesn't matter. We can change the wallpaper. Listen, Kate. When can we go and see it?

CD 1 · TRACK 29

Kenny: Mum! We've looked everywhere and we can't find any presents!

Mandy: You haven't looked *everywhere*, Kenny.

K: We have! We've looked in our bedroom, and....

M: Where in your bedroom?

K: Under the beds.

Lorraine: And I looked in the chest of drawers, and in the wardrobe...

M: Did you look on *top* of the wardrobe, Lorraine?

L: No.

M: And did you look on the bookshelf?

L/K: No.

M: Well, what are you waiting for?

L: Mummy!

M: OK... There aren't any presents in your bedroom.

K: Tell us where the presents are! Please!

M: This is just a tiny little flat. It's not a huge mansion! Or even a bungalow like granny's. It's only got two rooms, a kitchen and a bathroom. Keep looking.

L: Come on! Let's look in the kitchen.

M: Any luck?

L: Mummy, we've looked everywhere in the kitchen – in the oven, in all the cupboards, under the sink, and in the microwave...

K: I even looked in the fridge.

M: I see you found the chocolate.

L: And in the bathroom too. Behind the mirror, in the shower, behind the toilet...

K: Mummy! This is the worst Christmas ever!

M: Don't be silly, Kenny. Now, there's nothing in your bedroom, in the kitchen or in the bathroom, so...

L: There must be something here!

K: In the living room!

M: Don't touch the TV or the DVD player!

L: Kenny! Look behind the curtain!

K: No, nothing...

L: Under the coffee table! Nothing here!

K: Mummy! Stand up!

M: Why?

K: Because! Look Lorraine! What's that?

L: It's an envelope.

M: It's your present.

K: What is it?

M: Open it and see.

K: What's that?

L: It's a photo of a house, and a plan.

K: Mummy!?

M: It's our new house.

L: We're moving house?

M: Yes, we're moving out on January the sixth.

L: It's lovely.

M: Well, it's not very big, but it's got three bedrooms, a kitchen, a bathroom upstairs and a toilet downstairs, and a small garden at the back.

K: Can I play football in the garden?

M: Of course you can.

L: Will I have my own bedroom?

M: Yes.

L: Oh, Mummy! Thank you!

K: Mummy? What does terraced house mean?

M: It means we've got neighbours on both sides.

K: Do they have children like us?

M: Yes. So you can make lots of new friends, and...

CD 1 · TRACK 30

[see the previous recording]

CD 1 · TRACK 31

Jenny: Hi, David. Anything good on the menu today?

David: Good? You must be joking. Fish or chicken, broccoli or baked beans, and some strange stuff that's supposed to be vegetarian.

J: Yuk. And where's Tommy? He's always first in the lunch queue.

D: He's lost his PE kit and went to look for it in the science lab.

J: He's probably just left it in the changing rooms in the gym again. Anyway, how're you doing?

D: Not bad, considering I had to survive double geography first thing this morning.

J: What's wrong with geography? I like it. It's almost like travelling, you know, like, in your imagination.

D: It's boring, that's what wrong with it. And it's certainly nothing like travelling... Eh.. what do we have after lunch?

J: Do you never remember your timetable?

D: I never remember anything. Especially in exams. So what's next?

J: French, and then history. Have you done the essay?

D: What essay?

J: David, wake up. Miss Fitzwilliam set us an essay last week on the causes of World War I.

D: Oh no. I forgot all about it! She's gonna kill me. I'll tell her my computer crashed.

J: And you think Fitzwilliam will believe that, do you? That woman's never let anyone hand in anything late.

D: Yeah. I'll be getting a lecture all right. 'Do you realize your exams are in three months' time and if you don't study now, it may affect your whole future?' She's awful. Fish and chips for me, please. No broccoli.

Canteen worker: Here you are, dear.

J: She's a good teacher, though. And, you

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know, the exams *are* in three months' time and you don't want to fail them, do you? Vegetarian, please.

D: I can't stand that Fitzwilliam woman.

Canteen worker: Here you are, love. And what can I give you today, Miss Fitzwilliam?

Miss Fitzwilliam: I'd like the same as David, please, Maggie, with just a little broccoli. Thank you.

CD 1 · TRACK 32

[see the previous recording]

CD 1 · TRACK 33

1: I remember our maths teacher. He was quite strict, and he made us work really hard. But he was kind and patient too. If you didn't understand something, he would explain it as many times as you needed. He treated everyone in the same way. And he never made fun of weak students. Never. Even if they said something really stupid.

2: I remember we had this geography teacher. Everyone was scared stiff of her. If you made three mistakes in a test, you failed. If you forgot your book or anything, you got punished. She would shout at us, too. Some of the girls used to cry before her lessons. Honestly, I don't think people like that should be allowed to teach children.

3: Our music teacher was quite a character. She was not exactly well-organized; she sometimes forgot our names or what date it was, or what she'd set for homework, and she was sometimes late; but the lessons were fascinating. We used to sing, play instruments, compose our own little bits of music. She had us listening to classical stuff and actually enjoying it! I think it was in her lessons that I learned to like music.

CD 1 · TRACK 34

We went into the staff room of a comprehensive school in Bristol and asked some teachers this question… 'What annoys you about your job?' Here's what they said…

1: Just one word: 'Whatever.' I hate it when my students answer questions with 'whatever'. It means 'I don't care', or 'I've got no opinion'. It's so passive. 'Do you believe in the death penalty?' 'Whatever'. 'Do you want the test on Tuesday or Thursday?' 'Whatever'. 'How about a lesson on women's rights for March 8th?' 'Whatever'.

2: I enjoy teaching. I like most of my pupils a lot. They're not always as hard-working and conscientious about their written work as they should be, but they're imaginative and really participate in the classes… The only thing that annoys me about my job is the administration, you know all the paperwork I have to do.

3: Cheating. They cheat in exams and in the homework we set them. Of course, not everyone does it, but it really annoys me. If I could teach my pupils just one thing, it would be that studying hard and revising for exams is good, and cheating is bad.

4: There isn't much that annoys me about my job. Well, correcting homework can be hard work, and taking the register is a waste of time, and sometimes with my favourite classes the bell goes too soon, you know just when we're starting something interesting. But, really I'm lucky. My students are talented, active and motivated.

5: A lot of kids have no respect. They don't respect teachers, or their classmates, or school property. They steal the chalk, the board markers and library books, they write graffiti on the desks and lockers, they destroy textbooks, they fight in the playground, they miss lessons and turn up late… Shall I go on?

6: My pupils are fine, but some parents are really difficult. They won't accept that their children aren't perfect. For example, one boy kept playing truant, and his dad said it was my fault for not making the lessons more interesting! And there's a mother who always does her daughter's project work even when I ask her not to.

CD 1 · TRACK 35

[see the previous recording]

CD 1 · TRACK 36

The photograph shows an art lesson at school. A girl is painting a big yellow flower in a large oil picture. She's concentrating really hard. I think she's enjoying herself. The teacher is helping her, he's showing her something in the painting. Other students are sitting at their desks and drawing something. Perhaps they are preparing a school exhibition. I think the teacher probably likes his job. He seems really interested in helping the students.

CD 2 · TRACK 2

BARRY: Excuse me, Mr O'Reilly, may I have a word with you?

MR O'REILLY: Yes, Barry, of course. What is it?

BARRY: Mr O'Reilly, I've been thinking maybe it's time I had a pay rise. I've been working here for five years, I do my job well, I've never taken a day off, but my salary's still the same as when I started.

MR O'REILLY: It seems to me you're well paid, and as you know the fringe benefits we give are unusually good: you've got health insurance, a staff canteen…

BARRY: But what about overtime, Mr O'Reilly? I work really long hours, you know.

MR O'REILLY: Well, Barry, we all have to do our best, don't we? I'm sure you're proud to be part of such an excellent team, aren't you? And you'll get a bonus at Christmas.

BARRY: Thank you, Mr O'Reilly.

CD 2 · TRACK 3

1

Mrs Atkins: Joe! You're late.

Joe: I know, Mrs Atkins, but…

Mrs Atkins: I've got a business to run.

Joe: Yes, but…

Mrs Atkins: There are lots of people who'd love to get a job here. Do you want me to sack you?

Joe: No, but…

Mrs Atkins: You know what it's like to be on the dole, don't you?

Joe: Yes.

Mrs Atkins: And you don't want to be unemployed?

Joe: No, Mrs Atkins.

Mrs Atkins: You wouldn't get much unemployment benefit… So clock on at the right time!

Joe: Yes, Mrs Atkins.

Mrs Atkins: Why were you late anyway?

Joe: Mr Atkins asked me to wash his car.

Mrs Atkins: Oh.

2

Hi Ted, would you like to come to a party?… To celebrate my retirement… Yes, I'm retiring… I can't see myself as a pensioner… Worried I might feel bored… And I'm not sure we can get by on my pension… I'm looking for a part-time job… Maybe a pilot or a stockbroker or a taxi driver… No, just joking… Nothing so stressful. Maybe a shop assistant or a lollipop man… Anyway, can you come? It's next Friday at 9pm…

3

The management have lied to us again and again. Our working conditions are terrible! We have the lowest wages in the sector, and they always pay us late! They don't pay us when we're off sick! They're talking about making fifty workers redundant when this company has been making huge profit for years! It's time to go on strike!

4

Welcome to your first training session at Feelgood Industries. My name is Barbara and let me tell you this is a great company! We've got the best starting salaries in the country. Fantastic benefits: six weeks paid holiday a year, guaranteed sick pay, free day care for pre-school children… If you work hard, you can get promoted within *six* months.

5

Mrs Binns: Could you tell me something about your previous experience?

Tim: Well, as you can see in my curriculum vitae I've had lots of jobs. I've worked as a bus driver, a driving instructor, a factory worker, a cook, a postman, a sales rep… I've never known what I really wanted to do… until now, of course.

Mrs Binns: So why do you think you would make a good flight attendant?

Tim: I'm good at dealing with people,…

CD 2 · TRACK 4

[see the previous recording]

CD 2 · TRACK 5

[see the recording 2.03]

CD 2 · TRACK 6

Trish: Hey, Laura, have you seen this survey?

Laura: No, I haven't. Is it interesting?

T: Yeah… hey, let's see if you can guess the three most important aspects of being happy at work…

L: That's easy. First place has got to be a high salary.

T: No, that's only number ten.

L: Oh, come on Trish, be serious.

T: No, really! It's only number ten.

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L: OK, well, number one must be em... enjoying your job.

T: Close, that's number two, enjoyable work. Come on, try again.

L: A good boss?

T: No, that's number three. A good boss or manager.

L: Oh, I give up.

T: No, go on, it's not so hard.

L: Oh, I know! Colleagues that you get on well with.

T: Yeah, that's it. Number one is friendly supportive colleagues.

L: Well, I hope Rita has a good boss and some friendly colleagues.

T: You what?

L: She's starting a new job today, working part-time at the Vienna café. I wonder how it's going.

CD 2 · TRACK 7

Rita: Hi Laura.

Laura: Rita! How did it go?

R: How did what go?

L: Your new job, of course.

R: Oh, it's a great place to work, Laura. All the staff are so nice and friendly and the boss is lovely.

L: Great.

R: She told me that they're making lots of profit, and so they've just given everyone a big wage rise, so there's a real team atmosphere, you know everyone helps each other.

L: That's nice.

R: And you can take time off if you can get someone to cover for you, and you can work overtime if you want to, but it's not obligatory.

L: That sounds amaz...

R: Really, the working conditions are fantastic.

L: You don't sound very happy about it, Rita.

R: No.

L: What's wrong?

R: They gave me the sack.

L: No! Why?

R: Well, at first, I was in charge of the coffee machine, and I don't know how it happened, but I broke it.

L: And they gave you the sack for that?

R: Well, no. They were really nice about it. Said it wasn't my fault. But then they asked me to give the chef a hand in the kitchen, and... oh!

L: What did you do?

R: I cut her finger off with a knife.

L: What?

R: It was an accident!

L: And so they sacked you?

R: Well, no. They gave me another chance... as a waitress, you know?

L: Uh huh.

R: And I spilt a litre of tomato juice all over a customer...

L: Oh no!

R: A pregnant woman with a small child.

L: Oh!

R: She was wearing a white dress!

L: Oh Rita! Never mind!

CD 2 · TRACK 8

[see the previous recording]

CD 2 · TRACK 9

LUCY: Oh dear. I really need to lose weight. I'll have to go on a diet. I hate it.

PHIL: Do you really have to? You don't look as if you've put on weight.

L: Oh, but I have, Phil. It's all this junk food I eat when I don't have time to cook. It's so fattening, you know.

P: Well, then it's not just about weight, is it? It's really about your health, Lucy. Listen, why don't we do something together? We could cook healthy food, you know, low in fat and calories, high in vitamins and minerals ... and maybe some of it might even be tasty. We could take it in turns; you cook one day and I do the next. How's that?

L: OK, let's try. We could even do some vegetarian food. Summer's a good time for that. Who needs meat when there are all those cheap fresh vegetables?

CD 2 · TRACK 10

Narrator: Tonight on Channel 9 in a hard-hitting documentary we investigate the link between food and violent crime. Teacher and parent, George Thomas...

George: A lot of people think that TV causes crime... You know, that people copy the violence they see in the programmes... But it isn't the programmes that cause violence... it's the TV commercials which encourage people to eat the wrong kind of food.

Narrator: Celebrity chef, Mary Rowe...

Mary: Logically, children who watch more television see more adverts. And what kinds of food are in those adverts? Junk foods: fizzy drinks, chocolate, crisps, biscuits, sweets, burgers and chicken nuggets! You never see adverts for bananas or apples... Only for foods that are bad for you and that make you fat.

Narrator: Journalist, Kirk Broadfoot...

Kirk: A government survey published last month shows that the proportion of children in secondary schools who are far too fat, I mean clinically obese, has almost doubled in 10 years. It's a huge problem.

Narrator: Social worker, Naomi Bell...

Naomi: In my experience, kids who see lots of adverts for junk food on TV eat less healthy food than other kids. The problem is that the diet encouraged by TV adverts is very very bad for you. Kids who don't eat a balanced diet with plenty of fruit and vegetables, do less well at school and are more aggressive. Basically, bad food makes you violent.

Narrator: Food scientist, Katy Smith...

Katy: In one experiment, we took some adolescents aged between 13 and 17, kids who had been in trouble with the police, and we gave them healthier diets. The number of violent incidents caused by those offenders who changed their diet fell by 80%. But for the others who kept on eating junk food with too much sugar, carbohydrates and caffeine there was no reduction.

Narrator: Tonight. Channel 9. 10pm. Food and Crime.

CD 2 · TRACK 11

Liam: You're listening to 'Eat Out with Liam O'Connell' and my next guest is Lily Boyle!

Lily: Hi, Liam.

Liam: Tell us about your meal, Lily.

Lily: I went to a really unusual restaurant called *Dans Le Noir*. It has great service and delicious food... But you have to eat in complete darkness.

Liam: What?

Lily: Yeah, *Dans Le Noir* is French for *In the Darkness*. There are no lights at all. Not even mobile phones!... All the waiters are visually impaired...

Liam: You mean, they're blind.

Lily: Well, some of them can see a little... The idea is to help you understand how difficult life is if you can't see well.

Liam: How can you order if you can't see the menu?

Lily: You order in the bar. Then you hold on to the waiter and he takes you to your table. You have to feel for your serviettes and cutlery and it's really difficult to pour water into your glass!

Liam: What did you eat?

Lily: Well, we ordered the surprise menu! So we had to guess what each dish was.

Lily: For starters I had roast vegetables – aubergines, red peppers, mushrooms, carrots, sweet potatoes. It was fun guessing what everything was, you know from the feeling, the taste, the smell...

Liam: Hmm.

Lily: And my friend, Julian had goat's cheese with tomato and onion.

Liam: Was it good?

Lily: Excellent. But we ate with our fingers. We couldn't use a knife and fork in the dark!

Liam: And for your main course.

Lily: Fish, but I'm not sure what kind. It was fried in a mustard sauce and served with broccoli and mashed potatoes. Lovely. Julian had some kind of grilled meat. But he's not sure if it was chicken or turkey or maybe rabbit! It came with celery and asparagus... he thinks.

Liam: And what about dessert?

Lily: Apple pie with ice-cream for me, and a fresh fruit salad for him – cherries, pears, grapes and pineapple and a few mystery fruits too.

Liam: The food sounds great, but did you enjoy the experience?

Lily: Yes. At first it was strange. We were whispering, you know. But you relax quickly in the dark, and soon everyone in the restaurant was talking together. I'd really recommend...

CD 2 · TRACK 12

1

Customer: Sorry, where's the jazz section? I can't find it.

Shop assistant 1: It's on the next floor. This is all pop here.

C: Thanks.

C: Hello. Where can I listen to these?

SA 2: Over there. Would you like to give me the CD? I'll put it on for you.

Customer: Thank you.

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2

SA: Can I help you?

C: Er yes, I'm looking for a jacket like this, but a bit smaller. Have you got one?

SA: I should think so. What size are you?

C: Erm, I'm European size 40, I'm not sure what that is here.

SA: That'd be size 12. Let me have a look. Here's one . Would you like to try it on?

C: Yes, please.

SA: The changing room's over there.

C: Thank you.

3

SA: Can I help you?

C: Yes, where are the shampoos, please?

SA: Right here on this shelf.

C: Oh, so they are. Thank you. Normal and dry hair... OK... And I'd also like some tissues, and something for a headache.

SA: Are you allergic to paracetamol?

C: No, I don't think so.

SA: This should help you. Take one or two tablets with water. Don't take more more than six in one day.

4

SA: Can I help you?

C: Have you got some really good fresh beef steaks?

SA: Have a look, sir. How do you like these?

C: They're fine. Can I have three of them, please? And I'd also like half a kilo of pork sausages.

SA: Right, Sir. Here you are. That'll be £7.85, please.

C: Thank you.

5

SA: Hello, Mrs Barnes. What can I do for you today?

C: Hello, Mr Cartwright. I'd like a loaf of that lovely wholemeal bread, please.

SA: Here you are. Anything else?

C: Five white rolls... and five teacakes, I think.

SA: Here you are. Anything else?

C: No, that'll be all thank you.

6

SA: Right. Do you need anything else?

C: Yes, a pair of shoes. Do you remember where that big shoe shop is?

SA: It's on level two, isn't it? Next to that café where we had lunch the other day.

C: Yes, you're right. So we need to go upstairs.

SA: Oh, this place is too big for me. Well, at least I can have a coffee while you try on twenty pairs of shoes.

CD 2 · TRACK 13

CUSTOMER: Good morning. I'd like to make a complaint. I bought these shoes here a week ago and the heel's come off. I'd like to return them, please.

SHOP ASSISTANT: Let me see. Er, yes, they don't look too good. Have you got a receipt for them?

C: I do. Here it is.

SA: Would you like to exchange them for another pair? Just like this one, or perhaps this beautiful new style?

C: No, thank you, I'd just like to have my money back, please.

SA: I'm afraid we don't give refunds.

C: Excuse me?! I'd like to talk to the manager, please.

CD 2 · TRACK 14

PETE: Can I pay by credit card here?

ROB: No, they don't take credit cards. You have to pay in cash.

P: I haven't got enough cash on me. Can I pay by cheque?

R: You've got to be joking. They wouldn't know what it is.

P: What a nuisance! Oh, OK, I guess I'll just go and get some money out of a cash machine.

R: If you can find one!

CD 2 · TRACK 15

Jenny: Oh Sidney, I haven't stopped all morning. I went to the bank and paid all the bills, and....

Sidney: Did you go to the newsagent's?

J: Yes, here's your magazine... And I got your wine at the off-licence, too...

S: Thanks.

J: I got a new top. Look!

S: That colour really suits you, Jenny. It matches your eyes.

J: Thanks, it's a size 10. I thought it might be too tight, but it fits me perfectly. I must have lost weight. I got it at Diddles. That new clothes shop. They've got a great choice of clothes and some real bargains.

S: Hmm.

J: I saw Jane while I was trying on the top in the changing rooms. She's got a job there. She gets a 25% staff discount on all the clothes!

S: Hmm.

J: Then, I went to the charity shop and got some second-hand books. But, they don't take credit cards, so I got some money out of the cash machine, and paid in cash.

S: Hmm.

J: Then I went to the baker's and got some rolls for breakfast. And I bought some of that nice salami at the Italian delicatessen.

S: Hmm.

J: And I got some potatoes at the greengrocer's... Sidney?

S: Uh huh.

J: I got some potatoes at the butcher's...

S: Uh huh.

J: ...and some sausages at the greengrocer's.

S: Good.

J: After that I got a new handbag... at the DIY store.

S: Hmm.

J: It's made of plastic and steel. Very nice. And I got you a hat at the fishmonger's. It's pink with little yellow flowers.

S: Good.

J: And I got some lovely fresh fish at that big furniture shop in Camden.

S: Right.

J: I rode a horse there.

S: Uh huh.

J: And when I got there, all the shop assistants came out and sang a song and threw flowers at my feet.

S: Hmm.

J: There's a sale on at the photographer's! They've got a special offer on digital cameras! I got six of them.

S: Right.

J: Yes, and...

S: What colour was the horse?

J: But how?! What!?

S: I was listening to you all the time. I always do.

CD 2 · TRACK 16

Sales of fair trade products in the UK went up by more than 50% last year. More and more shoppers want to give a better deal to farmers in developing countries by paying a fair price for the food they buy. So, do you buy fair trade products?

1

I do, but not as often as I would like to... It's a pity that supermarkets don't have a better range of Fairtrade products in stock. All they have is coffee, tea and bananas... Oh and chocolate... I also buy a lot of locally grown products, you know from farmers' markets and so on.

2

Man: Fairtrade? Em... no. To be honest, I've never heard of it.

Woman: Yes, you have Rodney, it's those things Oxfam sell, you know from Africa. Remember that advertisement we saw?

Man: Oh, yes, like coffee and chocolate and...

Woman: And tea, yes.

Man: No, we've never bought any of that stuff. Do you think we should?

3

It isn't as difficult as some people think to buy Fairtrade goods... You can get tea and coffee in most supermarkets, our local grocer's and fruit and veg shops also sell Fairtrade, and you can get them in health food shops too... They don't cost much more, and they taste a lot better, so if you haven't bought Fairtrade yet, go on and try it.

4

I buy Fairtrade goods whenever I can,... Em, mostly from the stall in our local church... I believe that to really help underprivileged people in the developing world, you should buy fair trade products from your church or from charity shops like Oxfam. Not from large supermarket chains. That way, the profits really go to help people.

5

No, I don't. They're too expensive. Anyway, I don't believe in it. If those farmers can't get a good price for their products in the free market, they should grow something different. We need to get rid of protectionism in our countries. Then those farmers could sell us their products and we'd get cheaper food.

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CD 2 · TRACK 17

1

WOMAN: Hello. Can I have a single ticket to Lancaster, please? Oh, and could I possibly have a window seat?

TICKET SELLER: Certainly. That's £40, please.

W: Which platform does it leave from?

TS: Platform 5, madam.

2

Flight BA 786 to Barcelona is now boarding at gate 12. Passengers flying to Barcelona, please go to gate 12.

3

YOUNG WOMAN: Excuse me.. . Can you tell me how to get to Leicester Square?

ELDERLY WOMAN: Yes, dear. Take the Victoria line, northbound, and change at

Green Park – that's the next station – to the Piccadilly Line, eastbound. Oh, and... mind the gap.

4

Good morning, ladies and gentlemen. I'd like to welcome you on board P&O ferries.
The weather's fine today, so we're expecting a smooth crossing.

5

DRIVER: What's your destination?

HITCH-HIKER: Edinburgh.

D: I'm only going as far as Newcastle. I can give you a lift there.

HH: Yeah, that'd be great, thank you.

D: Hop in, then.

CD 2 · TRACK 18

My worst journey ever? That would have been in the summer of 2000. I was returning home from Scotland. First I had a flat tyre. I changed the wheel, drove on, couldn't find a petrol station for a hundred miles, nearly ran out of petrol. Well, I was in a bit of a hurry after that, and I guess I drove a little above the speed limit. The police stopped me and fined me for speeding. And when I was nearly back, two streets away from home, a guy in front of me braked so suddenly I drove into the back of his car!

CD 2 · TRACK 19

Val: You're listening to Travel Tales. I'm Valerie Doubleday and today we're asking you to tell us about people who have been on amazing journeys. Our next caller is Scott from York... Hello, Scott.

Scott: Morning, Valerie.

V: Who's your travel hero, Scott?

S: Well, Valerie. I love cycling, so my travel hero is a cyclist. His name is Alastair Humphreys and he has just returned to the UK from an amazing journey all around the world by bicycle! He cycled 46,000 miles across 5 continents and through 60 countries.

V: Amazing! Which route did he take?

S: Well, he took a ferry across the English Channel, then he cycled through Europe and the Middle East, down from Egypt to South Africa, got a boat to South America. Through the Americas from Patagonia to Alaska, then he sailed across the Pacific to Siberia and Japan. Then back on the bike across Asia and back to Europe.

V: How long did it take him?

S: Four years and three months.

V: What were his favourite places?

S: He really liked South Africa, Sudan, Russia and Colombia, but he said that in general people were really friendly everywhere.

V: Did he have any difficult moments?

S: There were problems getting visas for some countries, and a few difficult customs officers at some borders... He got lost a few times and he had a few crashes. And he had some pretty extreme weather from 45°C in Sudan to minus 40 in Siberia!

V: Oh!

S: In China, he rode for one month without a break! 4,200 km without a shower!

V: Ooh!

S: He cycled up a 4,900-metre-high mountain in Peru! And in one day in Bolivia he got 15 punctures!

V: Oh dear! Why do you think he did it?

S: For the adventure, of course, but above all to raise money for the charity 'Hope and Homes for Children'. He's raised more than £13,000.

V: Have you met him?

S: Yes, I met him last week.

V: What's he doing now?

S: He's having a rest, and then he might write a book about the journey. He needs to make some money. He says that most of the people he met on his journey thought he was rich because he has a bicycle. But here if the only thing you own is a bike, people think you're poor, so that's why he...

CD 2 · TRACK 20

Child: Grandpa, did you ever take an aeroplane?

Grandpa: Oh, yes. When I was your age, we used to fly to Spain every summer.

C: Spain?

G: Yes, it was a really popular holiday destination then. Millions of holidaymakers used to go there for the sunshine and the beaches...

C: But it's hot and sunny here in Ireland!

G: It wasn't then. It was wet and cold.

C: Why did you take the plane?

G: It was cheaper.

C: Cheaper than the train or the bus?!

G: Yes, there were lots of budget airlines. If you booked your flight early enough, you got really cheap fares like thirty euros for a return ticket!

C: Wow! Is flying exciting?

G: Well, when you're taking off and landing, yes, but I never liked it. There wasn't enough space for my legs and you wasted so much time at the airport – you had to get there two hours early to check in, queue at the check-in desk, wait in the departure lounge before boarding the plane, wait for your luggage at the baggage reclaim when you arrived... But it was much faster than going overland.

C: Weren't there any high-speed trains?

G: Yes, but not like the direct trains we have now. It could take two or three days to get to Spain! You had to take the train to the port, and then a ferry to Wales and then another train to London, take the tube from one railway station to another, a train to Paris, another train to Spain!

C: Oh!

G: Some people would drive there!

C: By car?! To Spain?!

G: But my mother didn't like driving. She was always worried we'd break down on the way or have an accident or run out of petrol...

C: Public transport's much better.

G: True, but in those days people loved cars. Almost every family owned a car and some had two or three! The traffic jams were terrible!

C: Didn't they ride bikes?

G: In some countries like Holland there were lots of cyclists, but here hardly anyone cycled to work or to school.

C: Why can't we take planes anymore?

G: Come on! You've studied that at school!

C: Em... because of climate change?

G: That's right.

CD 2 · TRACK 21

[see the previous recording]

CD 2 · TRACK 22

In the photo I can see a young woman or maybe it's a man, I'm not sure, because he's sitting... I can't see the face, but he or she has got long hair, a ponytail. And he or she is wearing jeans and a grey T-shirt with blue sleeves. He is sitting on the grass and looking at the mountains. He's got a yellow tent and blue backpack. He's in the mountains and there is a river too. Yes.

CD 2 · TRACK 23

The photo shows a young man (or maybe woman, I'm not sure) camping alone in the mountains. The place is very beautiful, very peaceful? There are mountains, green grass, a small river, and the colours are wonderful. This young... person is sitting on the grass by his tent and just looking at the view, at the mountains, at the sky, and probably thinking. His backpack is standing next to him. I think he, or she, is very happy there, happy because of the peace and the nature around him or her. I wish I was there too!

CD 2 · TRACK 24

Teacher: OK, Tracy, tell us about your group's project.

Tracy: We wanted to find out what teenagers do in their free time, so we went into the playground and asked you the question: 'What's your favourite kind of entertainment?' What you didn't know is that we were recording your replies... Darren...

Darren: Drawing and painting. In fact, the only thing I like at school is art. I draw in pencil or charcoal, and I paint, usually watercolours. I love landscapes the most. I'd like to be an artist. I go to a lot of art galleries and exhibitions. I like photography too. I take a lot of photographs. Especially portraits of my girlfriend.

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Tracy: Jessica...

Jessica: I love music, not just rap, all sorts, reggae, rock, punk, heavy, even some classical stuff. One time I went to an opera, it was amazing. I'm in a rap group. I compose the songs and I sing, but I don't play any instruments. We've recorded a demo CD and we're playing a concert on Saturday. Why don't you come along?

Tracy: Tanya...

Tanya: I watch telly. A lot. We've got cable TV so there are hundreds of channels. And we got a large screen plasma TV for Christmas. Action films look incredible on it. I like soaps, reality shows and game shows, but I really prefer sit-coms and drama series, especially Desperate Housewives. My brother only likes cartoons so we're always fighting for the remote control.

Tracy: Scott...

Scott: Reading. My house is full of books. My dad loves bestsellers, especially detective stories, and my mum reads historical novels. I love fantasy, horror and science-fiction, but I read anything: fact or fiction, poetry, newspapers, magazines, even school books! I'd like to be a writer. I've written some short stories and a screenplay for a film.

Tracy: Fiona...

Fiona: My boyfriend's studying to be an actor, so we go to see a lot of films and plays. I'm too shy to get up on a stage or to act in front of a camera, but it would be great to work in the theatre or in the cinema. I could be a make-up artist or work on the special effects or maybe even be a director. I'll probably end up selling tickets in the box-office though.

CD 2 · TRACK 25

My son Tommy loves RPG, that's role-playing games, you know, like Dungeons and Dragons. He sits in his room with a couple of friends and they imagine they are warriors, elves, trolls, and I don't know what else. They can spend hours like that. Some other parents have warned me that they think role play games are dangerous. They say "*Young people who play those games lose touch with reality.*" So what's wrong with that, as long as it's only for a few hours? Don't we all want to forget our problems sometimes? I read detective stories; my son plays his games. Fair enough, surely? Anyway, it's not that easy to lose touch with reality if you've got three tests every week at school! Or people say "The boys put themselves into the skin of evil, cruel beings, and it changes their personality." That's just nonsense. When Tommy hacks a dragon to pieces in a game it doesn't mean he'll do the same to the neighbour's dog, does it? I have only one objection to role-playing games. They simply take up a lot of time, really a lot, and I feel it would be better if Tommy did different things, played more sports for example. But I'm sure he'll grow out of it.

CD 2 · TRACK 26

Some people like the ballet or the opera... That's cool... Other people prefer jazz... That's cool too... Some even like folk music... Why not?... Others love admiring landscapes or sculptures in art galleries or visiting exhibitions of ancient masterpieces in museums... It's not my cup of tea, but if that's what turns you on, it's OK with me... Then there are the TV addicts... They never miss an episode of their favourite soap operas... And they can tell you the name of every talentless presenter on television. And I don't criticise them for that... My girlfriend's father is the newsagent's best friend. He reads three papers every day, two broadsheets and a tabloid for the sport, two weekly magazines and he's subscribed to a monthly political review... He watches almost every news broadcast and current affairs programme on television... And listens to the radio when he goes out... And I just say it's his life and he can do what he likes... So, why does everyone think there's something wrong with me just because of what I like doing in my free time? I like playing video games. What's the problem with that? Well, the thing is I'm an adult. I'm 27 and people think I'm too old for video games... They don't know what they're talking about. Apparently 56% of all gamers are aged between 24 and 44! Millions of intelligent adults around the world enjoy playing video games. Why? Because video games are good. You need to use your brain a lot more than you do to watch TV. They're full of excitement and drama. And in my humble opinion, they're a lot more fun than the opera... So if you're an adult and you love video games, don't be shy. Tell everyone you know and tell them why. There's nothing to feel ashamed of.

CD 2 · TRACK 27

Des: OK, cool down.... Now, your homework was to define what a sport is... so who's going to start? Yeah, Dan?

Dan: It can't be a sport if you can play it in ordinary shoes. Team sports like football, basketball, baseball and cricket all have their own special shoes, and so do individual sports like wrestling and tennis. And games like chess and cards that aren't really sports, well you can play them in any shoes, can't you?

Des: Right, eh... Sue?

Sue: There's a problem with Dan's logic. Nowadays sports shoes *are* ordinary shoes. People wear trainers all the time, right? I don't think it's a sport if you can smoke when you're playing. I mean, can you imagine going swimming or playing volleyball with a cigarette in your mouth? Or a footballer smoking as he's heading the ball? Or someone pulling out her lighter as she's skiing downhill? No, it's impossible.

Des: Hmm, interesting.... Yes, Billy?

Billy: The goalkeeper of my local amateur football team smokes during the matches. The funny thing is he rolls his own cigarettes and he often has to throw everything in the goal when the other team attacks! Anyway, what about proper sports such as sailing, archery and golf? You can smoke when you're doing them, can't you?

Des: Good point, Billy.... Yes, Malcolm?

Malcolm: I think that if you have judges who give subjective marks, then it isn't a sport. But if you can actually measure or time the results, then it is. So figure skating isn't a sport but speed skating is; diving isn't but swimming is; gymnastics isn't, the long jump is.

Des: Tina?

Tina: But what about combat sports such as fencing, judo and boxing? They've got judges too. And Malcolm's definition also allows indoor games like chess and darts to call themselves sports. And they're not! A sport is something that needs physical effort and is good for your health.

Des: Yeah, maybe... Ken, what do you think?

Ken: It's not easy to find the perfect definition for sport. But I'd like to suggest a very simple one... It can't be a sport if England are any good at it.

CD 2 · TRACK 28

Dr: Megan, I have the results of your medical check-up here... You need to lose some weight.

Meg: Yeah, I know.

Dr: I think you ought to take up a sport.

M: I don't like sport, doctor.

Dr: Don't you play sports at school?

M: Yeah... Gymnastics, hockey... boring stuff.

Dr: Have you never done any sports in your free time?

M: No. Well, yeah, when we lived in Scotland, I loved winter sports: downhill and cross-country skiing... That was cool, and I loved ice-skating. But there aren't any ski slopes or skating rinks near here.

Dr: You really should do some sport.

M: Like what?

Dr: How about aerobics?

M: No, I've got terrible coordination.

Dr: Squash or badminton?

M: I'm no good at racket sports.

Dr: Swimming... windsurfing?

M: I'm scared of water.

Dr: What about athletics?

M: I don't like running... Maybe I could do a field sport?

Dr: Field sport?

M: Yes, I think I'd like hammer throwing.

Dr: Yes, but that wouldn't really help you to lose weight, would it?

M: No, I suppose not... You know what I'd really like to do?

Dr: What?

M: Rugby.

Dr: Rugby?

M: Yes, I love watching it on TV.

Dr: But there aren't any girls' rugby teams, are there?

M: Oh, no, pity...

Dr: Wait a minute, you said you loved ice-skating, right?

M: Yeah, but the nearest ice rink's forty miles away. The sports facilities here are rubbish.

Dr: True, but why don't you try rollerblading? It's very similar to ice-skating.

M: Rollerblading? That's not a sport.

Dr: Yes, it is. And it's very good for you. It's a great way to lose weight.

M: Well, maybe, but I haven't got any rollerblades.

Dr: Don't worry about that! I'll get your mum and dad to buy you a good pair, alright?

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M: Yeah, thanks very much, Dr Smith. Bye.

Dr: Goodbye.

Jason: How'd it go, Meg?

M: No problem. Your plan was brilliant! It worked just like you said it would.

J: Great! Get the same rollerblades I've got. They're really good.

M: Yeah, I will. Do you...

CD 2 · TRACK 29

Elisa: Daddy, will you play doctors and nurses with us?

Dad: Alright.

Paul: I'm the doctor, and Elisa's the nurse.

E: And you're the patient.

D: We're in the hospital, are we?

P: No, we're in the doctor's surgery.

D: What's the matter with me?

P: We don't know. We haven't examined you yet.

E: OK, come and lie down on the sofa...

P: So, Mr Barham. What's wrong?

D: I'm ill. I don't feel very well... I feel very weak and I'm dizzy when I stand up.

P: Hmm, and do you feel sleepy?

D: Yes.

P: Have you got a headache?

D: Yes, it's very painful. And my throat's sore, and I've got a stomach ache too.

P: I see. Have you vomited?

D: No.

P: And have you been sneezing a lot?

D: Yes, I have.

P: Hmm, alright. Let's examine you with my stethoscope... Well, your heart is beating.

D: That's relief.

P: Does it hurt when I slap you on the back? [he slaps him on the back]

D: Ow! Yes!

P: And what about if I hit you on the knee with a hammer like this?

D: Yes!

P: Hmm, can you cough, please? Thank you... Open your mouth... Say 'aah'...

D: Aah!

P: Look, nurse! Swollen tonsils.

E: Yes.

P: Right, let's take your blood pressure...

E: Doctor! Look!

D: What is it?

P: Oh dear! Em, take his temperature, nurse.

E: OK, please hold this thermometer under your tongue.

D: What's that?

E: It's a thermometer, Daddy.

E: I mean, it's a thermometer, Mr Barham.

D: I hope it's clean.

P: Now, let's see... Oh dear. Look!

D: What's wrong?

P: That's not good at all.

D: What?

P: You've got a very high temperature.

E: 45 degrees! And you're shivering.

D: Oh, that is bad.

P: Yes, you're suffering from a very unusual fever.

D: Oh!

E: Let's give him an injection!

P: Yes. Pass the syringe, please, nurse. The big one.

D: Ow!

P: Oh, I don't like this... Nurse. Call an ambulance at once.

D: What's wrong with me doctor?

P: I'm not sure. It could be food-poisoning. We're going to take you to the accident and emergency at the hospital for an x-ray and to run some tests. You're seriously ill, but please don't worry. There's nothing to worry about.

D: Good.

P: But you've got to take these pills right now or...

D: Or what?

P: Or you'll die.

E: Oh no! Daddy!

P: Elisa, it's just a game!

CD 2 · TRACK 30

Pam: Hi Ken, do you know what this is about?

Ken: Hi Pam. It's some guy talking about how to keep fit. It could be interesting. I...

Arthur: I confess. I'm an addict. But I'm not addicted to drugs or alcohol. No. I'm a fitness fanatic. I'm addicted to healthy food and sensible exercise. And I'm here to tell you how to have a healthy lifestyle.

P: Interesting?

K: Sssh, give him a chance.

A: Look at me! I'm not particularly athletic, but I'm fit, as fit as a fiddle. I haven't had a day's illness in my life. Well, I've had a few colds, and I once broke my arm...

P: Who is this guy?

A: ...and another time I twisted my ankle, but I've never felt really sick or had to take a day off work. I never go to the doctor's and I've never been in a hospital, except to visit friends. One reason is that I follow a sensible diet. I'm 52, and I haven't put on any weight since I was 22!

P: Fascinating.

K: Ssssh.

A: If you want to get fit and stay fit, watch what you eat. Your body is a temple. Do not pollute it....

P: Is your body a temple, Ken?

A: Do not pollute your body with junk foods and alcohol. Cut down on fatty foods and stimulants. To stay in shape, you should eat at least five pieces of fresh fruit and vegetables every day, and always choose low-fat foods. And please, if you smoke, give up. Not tomorrow, not next week, but now.

K: I hope you're listening, Pam.

P: Shut it, Ken!

A: NOW! I smoked a cigarette once, so I know what it's like. My second secret is exercise. Don't be a couch potato! Don't be a lazy slob! All you get in front of the TV is backache and earache. Take up a sport! Do regular exercise!

P: I wish he'd speak louder.

K: Yeah, I can hardly hear him.

A: I go jogging before breakfast. Five kilometres every day. And I also go walking every evening. Even in the rain and snow. Discipline, that's what you need. If you haven't got discipline, I recommend joining a gym. As you work out, you can talk to your friends about your new healthy habits.

P: Ken?

K: Yeah?

P: Tell me about your healthy habits.

A: And secret number three is... eh... secret number three is... And secret number three is relax. Take it easy. Avoid stress and make sure you get enough sleep. I sleep for eight hours and I don't need sleeping pills. Just a healthy diet and regular exercise. Early to bed, early to rise, makes a man healthy, wealthy and wise. And that works for women too. Thank you.

CD 2 · TRACK 31

People who love animals get satisfaction from working with them. However, some of the work may be unpleasant, physically and emotionally demanding, and sometimes dangerous. Most animal care workers have to clean animal cages, lift or hold animals, or stop them from running away, so sometimes the animals will bite or scratch them. If a worker has to take part in putting ill or old animals to sleep, he or she may feel unhappy about it. Animal care workers often work outdoors in all kinds of weather, getting into all kinds of uncomfortable positions, and the workplace can be noisy. Working hours are irregular. Animals must be fed every day, so caretakers may have to work at weekends and holidays.

CD 2 · TRACK 32

Dolphins are mammals like us. Extremely intelligent and quick to learn, they are smiling happy creatures, friendly and as gentle as lambs. However, if you see a dolphin off the coast of Florida, be careful. You could get shot. The United States military has been training dolphins to be soldiers and spies. Deadly dolphins that can find their enemies and shoot poisoned darts from special guns. Charming. This is nothing new. Throughout history, animals have been used for military purposes. Dogs, horses, pigs, elephants: they've all served in battle, and some have received medals for their courage. Dogs and bats have even been used to carry bombs. But as far as I know, the dolphin is the only species that has been taught to shoot people.

Of course, animals do more peaceful jobs too. Pigeons deliver our letters. Horses, donkeys and camels carry us around. Farm animals work in our fields. Ponies in our mines. Elephants in tropical forests. And everything from cats to rats, from guinea pigs to monkeys "help" in laboratory experiments. And then there's entertainment: chimpanzees act, bulls fight, parrots talk, seals do circus tricks, dogs and horses race. We even employ insects such as honey bees.

But without doubt, dogs are our champion workers. They do almost everything. They control herds of sheep, guard our houses, pull us on sleds, detect drugs, rescue us from mountain tops, help blind people to see and

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even work as psychologists. That's right. Dog psychologists. Apparently, if you use anti-social teenagers to train guide dogs to help disabled people, then aggressive, angry kids with problems become more sociable, tolerant and self-confident. They see how important discipline is to the dogs and realise that they need discipline in their own lives. Dogs that teach people to behave better? Well, that's certainly a lot better than people that teach dolphins to shoot guns.

CD 2 · TRACK 33

Tim: Hi, Alice. What are you eating?

Alice: The vegetarian option.

T: Ugh.

A: Tim! You're...

T: What?

A: Well, you're always going on about climate change and global warming, but you don't do much about it, do you?

T: That's not fair. I always use my bike to get around. I don't own a car.

A: Great, but the pollution from cars is only one of the gases that's destroying the environment. Some things are much worse.

T: Like what?

A: Well, eating meat for a start.

T: There you go again.

A: No, listen! The animals you eat, cows and sheep and pigs, are responsible for more damaging greenhouse gases than all the cars in the world!

T: I don't believe it.

A: Well, it's true. 70% of the deforestation of the Amazon is to produce animals for the food industry. And meat production doesn't just destroy rainforests, it also pollutes air and water, causes acid rain and...

T: Right, but...

A: Most people are like you. They're happy to sort our their rubbish, to recycle paper or glass, or use energy-saving light bulbs and solar panels, but they won't stop eating meat!

T: But if everyone became vegetarians, there wouldn't be enough food. We'd have to cut down all the forests in the world to get land for all the aubergines and broccoli.

A: No way! 90% of agricultural land is used for growing crops to feed animals. Just so you can eat hamburgers. If we were all vegetarians, we'd use a lot less land and we'd save a lot of water, too.

T: So, you're saying that if we stop eating hamburgers, we can save the planet?

A: Yes. Either you carry on eating meat and watch the deserts grow, the ice caps melt, the sea levels rise and the acid rain fall, or you can change your diet. And your health will be better too.

T: Yeah, but you don't get enough proteins and vitamins from vegetables.

A: That's rubbish! You don't know...

CD 2 · TRACK 34

CANDIDATE: Hi Gregory. Look what it says in the paper: It's Earth Day next Saturday, and they're inviting everyone to come and clear up the litter in all the parks in the city. Why don't we go?

EXAMINER: Oh, no, give me a break. It's such a waste of time.

C: What do you mean it's a waste of time? We live on Earth, right? We've got to take responsibility for the planet.

E: But I don't want to spend my whole Saturday picking up rubbish!

C: OK, so let's go picking up litter first, and then just go cycling along the river and have dinner in the pub by the canal. How's that?

CD 2 · TRACK 35

mathematician · physicist · chemist · biologist · geologist · psychologist · archaeologist

CD 2 · TRACK 36

1: My least favourite modern invention is the television, and my favourite is the radio. A television controls you and stops you from doing things, but when you're listening to a radio, you can do all sorts of things: cooking, reading, and you can listen to it anywhere. In the car, at work, riding your bike, walking in the country. It's brilliant.

2: The computer. I mean, sometimes I hate it. I want to pick it up and throw it out of the window, but I can't do without it. It lets me work from home, you see. And the internet lets me keep in touch with everyone, which is great 'cause I don't like talking on the phone.

3: My favourite invention is very simple. It's good for your health and it's good for the environment, it's fast and it's cheap to use. It's the bicycle. Everyone should have one.

4: I'm a physicist working in a research company, and my colleagues are all scientists: professors of genetics, electrical engineers and so on. We agreed that the two most useful inventions were both to do with electricity. The transistor, that's the small piece of equipment that controls the flow of electricity in radios and televisions. And the electro-magnetic induction ring, the device which lets us control electricity.

5: It's hard to decide the best invention. I know the worst – genetically modified foods. And the technology that I'd love to see invented is a vaccine for AIDS. But the best invention? I don't know.... Maybe the Internet, maybe the germ theory of infection, but that's surely a discovery, not an invention? Or maybe nuclear power. Or the communications satellite. I really don't know.

CD 2 · TRACK 37

I've got this psychology project to finish for tomorrow morning... What? Mathematics exam? Poor you! Yes, I know all you computer science students love maths, but... Hmm... Yeah... Listen, Michelle, do you want to go out for dinner tonight?... You do!? Well, great! I'll pick you up at 7... Fantastic!... No, I'll finish this project in no time... OK, see you at 7... what? No, of course, I won't be late! Bye! Yes!

Right, that's it!... Half past six! I just have to print this and get ready for Michelle.

So, the brilliant young social scientist takes the mouse and moves the cursor onto the icon of the printer. He clicks once and voilà! Clicks once and voilà! Double click? Come on computer, print the document! Oh! Sh...ugar! OK, don't panic. The computer's crashed. It happens. You've got plenty of time. Just restart the computer and everything will be fine... Now, time for a cup of tea...

OK my lovely little PC, you're going to print my document, aren't you? Now where is it? In the psychology folder... which file?... em project 4. That's it... so we'll just open that... We'll just open that file... Oh, come on! Please! What's wrong with you?!

OK, look, if you open this document, I'll buy you a new keyboard or a nice flat screen monitor or a lovely colour laser printer with scanner and photocopier... Just open it, please! Come on!

Oh no! I don't believe it! Error!?... Don't tell me I've lost that document. It's taken me four days. Please, no!

Michelle! I can't make dinner... I think I've got a virus!... No, not me, my computer! It just went dead!... Yeah, the screen went black, nothing works... I've lost my psychology project... No, I haven't got a backup... My pendrive broke down and... Yeah, I know you told me to get an external memory, but... Yeah, the only copy is on the hard disk... No, I haven't downloaded any funny programs recently, and I haven't been surfing any new sites on the net either... No I haven't opened any strange emails... I don't know what to do. I'm not a computer programmer... Really?... You don't mind? Oh, Michelle, that's so nice of you... How long? Twenty minutes? OK, I'll see you then... Thanks a lot...

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REFERENCE PART

LISTENING COMPREHENSION

EXAM STRATEGIES

1
A Multiple choice – Task 2
B Gap filling – Task 3
C True/false – Task 1

2
1B 2C 3A

3
a Students' own answers.
b Students' own answers.
c 1 T 2 F 3 F 4 T 5 F
d Suggested answers:
1 *I was fed up with the idea of lying on the beach, sunbathing and doing nothing;*
2 *I walked for about four hours in the morning, and about three in the afternoon.*
3 *My feet hurt so much that I had to take a bus to the nearest town to buy some other shoes. When I was there, I accidentally met an old friend.*
4 *Next day, though, there was not only a problem with my shoes (I mean the new ones), but also another worry: there was no way to go!*
5 *The track along the shore was blocked for some reason. I thought it would take me a long time to find another route.*

4
a Students' own answers.
b 1B 2E 3A 4F 5D

5
C

6
1 B 2 A 3 A 4 C 5 B

7
1 caught 2 heard 3 sixtieth 4 thirty-eight
5 right (=not left) 6 fair (=blond) 7 piece 8 knight

8

	Synonym	Antonym
early	*just before*	*late*
expensive	*dear*	*cheap*
get ill	*feel unwell*	*be fit*
local	*regional*	*global*
many	*a great number of*	*few*
popular	*well-known*	*exotic*

9
1 A 2 C 3 B

10
1 *The band informed us that their singer* ***has fallen ill****.*
2 *You may get a special invitation to a party after the show, but* ***only if you come early****.*
3 *There will be cafes with popular food and drink,* ***local bands will be playing****, and you'll be able to watch Great Runs in other cities on many giant telescreens.*

11
1 Kate has just moved in and she has only met a few people there.
2 Tom has been talking on his mobile for about half an hour – it will cost him a fortune!
3 If my friends weren't so busy, they would go with me on a trip around the world.
4 The flat in the city centre isn't as expensive as the apartment next to the river.
5 Unless the weather is fine, we won't go away for the weekend.

12
1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✗

MULTIPLE CHOICE

1
Suggested answers:
1 She had to work with other students to solve problems.
2 Preparing their own meals and doing shopping as cheaply as possible
3 No, she wasn't because it was organised after coming to Denmark.
4 Even though English is widely spoken, she couldn't get to know Danish people very well.
5 To present difficulties connected with the exchange program.

2
Students' own answers.

3
1B 2A 3C 4C 5A

4
Suggested answers:
1 *...study groups, which was another form of homework assignment: our professor gave us a problem to solve, and we had to do it working together.*
2 *So, for the first time in my life, I started preparing my own meals and buying everything as cheaply as possible.*
3 *Although there is a crash course about living in Denmark for all the international students, which is organised once a year, I think we should be given more information before going to Denmark.*
4 *However, paradoxically, after living there for as long as one year I still have the feeling that I haven't really got to know Danish society.*
5 *To sum up, the student exchange programme was a useful experience, but it would be even more successful if the difficulties I talked about were solved.*

5
1 C 2 C 3 A 4 C 5 B

6
1 The correct answer had to be inferred in question 5.
2 Despite the same words being used in the questions and in the recording, the context was needed to find the answer to questions 1, 2 and 3.
3 *Each* and *every* were used as distractors in question 4.

MULTIPLE CHOICE: SHORT RECORDINGS

1
D

2
B

3
Suggested answers:
1 *...The first one is tall and thin. He's got long, wavy, fair hair tied in a ponytail. He may be wearing jeans, a black sweater and a long dark coat...*
2 *In fact, she has just announced that she and husband, Mario Conway are planning to get divorced!*

TRUE/FALSE

1
Suggested answers:
1 She started working in Australia one week after she had got there.
2 During her first week at work, Mr Jenkins and Kate watched her all the time.
3 Dealing with customers helped her understand human nature.
4 When she made mistakes with money, Mr Jenkins was not always there to correct them.
5 She's not planning to work as a shop assistant in the near future.

2
1 F 2 F 3 T 4 F 5 T

3
Suggested answers:
1 *During my second month there I thought I should do something to improve my English.*
2 *They asked me to come to the shop for one whole week only to watch what they were doing.*
3 *Now I think I can understand people's behaviour much better than before...*
4 *For about one month, I kept making mistakes. But I was lucky because Mr Jenkins was always by my side ready to help me get out of trouble.*
5 *But if you ask me, I wouldn't like to work as a shop assistant again!*

4
1 T 2 F 3 T 4 F 5 F

5
1 He had easy-going parents and spent the first twelve years of his life on the beach in Australia, playing in the sand and doing nothing.
2 His life changed twelve months before he won the gold at the Olympics.
3 His girlfriend left him.
4 *Even if I win another gold in the future, I won't ever feel as ecstatic as I did about that first one.*
5 *Yes, motivation is certainly very important. (...) Yet I think that skills are even more important. (...) If you haven't got enough experience, you will never win, no matter how motivated you are!*

TRUE/FALSE/NO INFORMATION

1
1 F 2 T 3 T 4 N 5 F

2
1 *I think I was thirteen or fourteen at the time... It was my mother's birthday.*
2 *I felt both exhilarated and exhausted.*
3 *So if you aren't sociable and open to other people, don't ever think about becoming a traveller!*
4 No, she doesn't; she only mentions her mother's birthday.
5 Personal questions.

MATCHING

1
Students' own answers.

2
1 D 2 F 3 A 4 E 5 B

3
Students' own answers.

4
1 B 2 E 3 F 4 A 5 D

5
Suggested answers:
1 *For each falling star, as they say, you should think of a wish to come true – so you'd better start thinking about them already!*
2 *As it turns out, Ms Jones has got interesting plans for the future. Her new film will be made in Hollywood, and after that she'll probably fly back to Africa for a month-long safari. Good for her. Let's keep our fingers crossed and wish her luck!*
3 *People who are planning to go to the south of the country must take care. (...) It's hard to say when the disaster will come to an end, especially as more hot weather and strong winds are expected.*
4 *The manager hopes things will be sorted out quickly, but we suspect it may not be so quick!*
5 *(...) Wendy Charlton, who has been walking through Europe to promote animal adoption. Wendy has already been very successful because she's managed to find about one thousand families for homeless cats and dogs.*

GAP FILLING

1
a Suggested answers: adjective – gap 4; noun – gap 1; number – gap 3; verb – gap 2
b 1 holiday 2 spending money 3 9 p.m. 4 slippery

2
1 24 2 renting 3 government 4 royal 5 kings
6 queens 7 34 (Pounds) 8 www.lifeintheuktest.gov.uk

3
Suggested answers:
1 *It's a computer test with 24 questions.*
2 *Yes, questions about living and working here, you know like job interviews, renting a flat, how to open a bank account, if it's obligatory to join a trade union, how old you need to be to vote in a general election...*
3 *There are also questions about tax, education, religion, human rights, British institutions, national and local government, politics,...*
4 *Well, is Britain a democracy? Is it a republic or a constitutional monarchy? Where does the prime minister live? The royal family? Which are the main political parties?*
5/6 *No, no questions about famous kings and queens or the British Empire...*
7 *O: Oh right. How much does it cost? M: £34...*
8 *...you can get all the information you need on this website, www.lifeintheuktest.gov.uk*

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READING COMPREHENSION

EXAM STRATEGIES

1

1 A (*when Briony was still half-asleep, she knew it would be one of those days*)
2 D (*the voice on the radio said something else, something like '...and your lucky number is...' Briony pushed the glass away and ran back to her bedroom.*)
3 T (*For two months every week Briony played Lotto, without telling anybody.*)
4 F (*The coupon was in her jeans. She looked around. But the jeans were gone.*)

2

1 D (*The scientists gave people a list of things and asked them to choose something they wouldn't be able to live without. Then they interviewed people asking them for reasons of their choices.*)
2 A (*a comfortable bed and a set of cooking pots*)
3 B (*to interpret the results and explain why people want to have so little.*)

3

The correct heading: B
The reasons why the other headings are not appropriate:
A: the advantages and disadvantages of living in a big city is only a topic of secondary importance in the text;
C: the word *sensational* actually contradicts the main idea of the text, which is that the results of the survey were *not surprising, obvious, boring;*
D: this heading refers to a single and unimportant piece of information in the text.

4

a Suggested answers: adjectives - half-baked, eager, strenuous, dehydrated, inexplicable; nouns – ordeal; verbs – compel, appal.
b Students' own answers.
c 1 not well planned 2 willing 3 exhausting 4 thirsty 5 difficulties 6 difficult to explain 7 forced 8 scared

TRUE/FALSE

1

1 F 2 T 3 F 4 F 5 T 6 F

2

1 *...Go shopping, and you will find all shops packed with items on sale for young people.*
2 *Before the revolutionary changes in society and culture of the 1960s, it was exactly the opposite...*
3 *As they still haven't had much experience, they don't have many inhibitions...*
4 *Getting a good education isn't easy and can cost a lot of money.*
5 *Statistics show that the heavy burden of the stress of modern life on young people can sometimes bring them a lot of suffering. Most of them can cope with problems very well...*
6 The text doesn't give any suggestions, it just describes the situation of young people.

MULTIPLE CHOICE

1

C

2

The passage in the text that suggests the correct answer: *His defence is that a video game, Grand Theft Auto, made him do it...* The other options are incorrect, because: A – it was not the policeman who used the gun; B – popularity of video games is not mentioned in the text at all; D – the criminal was captured by the police in the end.

3

1 B 2 B 3 D 4 A 5 C 6 A

4

1 *When a bank was being built in the city centre, construction workers suddenly came across an old wall.*
2 *To see the exhibition, people will first go into the bank, then turn right and go downstairs.*
3 *...it's fascinating to check in detail how houses in the Middle ages were built. Techniques and materials used at that time were rather primitive, but the house looks quite comfortable. And the city wall seems now so small – it's strange to think that once it was big enough to protect the city...*
4 *Apart from the typical collection of old pots and coins that you can see in many museums of the world...*
5 *The museum is located under the bank, and this shows the contrast between the old and the new in the best possible way.*
6 The text is written to inform the reader about the museum.

5

1 *...a museum of its past under a very modern bank.* The bank is modern, not the exhibition.
2 *...then turn right and go downstairs.* The visitors go downstairs and not climb the stairs.
3 A – the paragraph doesn't say that the Medieval technique was modern; B – the paragraph says that the house actually looks quite comfortable; C – the paragraph only states that the city wall was small, it does not explain why.
4 *Apart from the typical collection of old pots and coins that you can see in many museums of the world...*
5 *The museum is located under the bank, and this shows the contrast between the old and the new in the best possible way.*
6 Students' own ideas.

MATCHING

1

1 D 2 A 3 E 4 B 5 G 6 F

2

1 *...sweets do us good: they calm us down and make us smile.*
2 *Remember that every type of physical exercise helps you relax.*
3 *An interesting book will really help you to take it easy.*
4 *...you need to imagine something completely unrealistic.*
5 *Tuning in to your favourite kind of music is one of the best ways to relax.*
6 *Finally, remember to contact somebody you care for.*

3

1 B 2 E 3 C 4 D 5 F

4

1 *In this book, Shackleton himself tells the story of the 20-month battle for survival and the amazing rescue.*
2 *...a mix of great storytelling, sometimes macabre sense of humour and completely unexpected endings.*
3 *Another story about the well-known inspector Rebus starts with a car chase through the streets of Edinburgh on a winter night.*
4 *His narrative gives the reader an insight into the great monarch's character and relationships as well as historic events.*
5 *Wildly funny and sometimes serious, this is a novel about men, women, relationships, and the love of pop music.*

GAPPED TEXT

1

1 F 2 G 3 D 4 A 5 E 6 C

2

1 *Some people are born lucky.*
2 *He liked cars and thought that he might enjoy working as a car mechanic.*
3 *Yuri saw that the keys were inside.*
4 *...it was the only way of life for him.*
5 *The mechanic had taken the old ones out but he hadn't put the new ones in yet!*
6 *He felt the impact of the collision with another car. When he opened his eyes, he realised that he was unhurt.*

GAP FILLING

1

1 number 2 verb 3 adjective 4 noun

2

1 two 2 stealing 3 rich 4 cancer

3

1 disappeared 2 settlement 3 Ireland and Scotland
4 twenty 5 dominant language

USE OF ENGLISH

EXAM STRATEGIES

1

1 were 2 an 3 doing 4 Despite 5 down 6 going
7 was 8 can 9 on 10 that/which

2

1 C 2 A 3 C 4 B 5 A 6 A 7 B 8 B 9 A 10 C

3

1 G past tense 2 I article 3 E verb + noun collocation 4 B linking word 5 C phrasal verb 6 H verb pattern 7 F passive voice 8 J modal verb 9 A dependent preposition 10 D relative pronoun

SENTENCE TRANSFORMATIONS

1

a A sentence with *wish*.
b It is not correct, the meaning is different.
c I wish Jack wasn't asking silly questions, it's driving me mad!

2

1
a *have sth done.*
b Past Simple.
c We had to have our flat redecorated by a painter.
2
a Modal verb referring to the past.
b *must*
c It must have been Jake who did it, it's the only explanation.

3

1 Inversion 2 First Conditional

4

1 It's ages since I last played football. (conversion from Present Perfect to Past Simple)
2 I will lend you the money as long as you pay me back next week. (First Conditional)

5

1 By the time Jack arrived, we had finished doing the housework.
2 If she hadn't missed the bus, she wouldn't have been late for school.
3 During the first lesson, the teacher asked when I had started learning English.
4 Mike has not been told about the change of venue.
5 I regret not preparing well for the exam.

6

1 Mike agreed to sell the car for 500 dollars.
2 Little did I know that we were supposed to pick him up from the airport.
3 I will not put up with your rude behaviour anymore!
4 It's the first time I have ever watched a Bond movie.
5 Jim used to have fewer friends when he lived abroad.

7

EXAM TASK 1:
1 Past Perfect should be used instead of Past Simple.
2 *would not be* is not correct because it refers to the present, while the whole sentence should refer to the past.
3 Here an indirect question must be used.
4 Present Perfect should be used instead of Past Simple.
5 The meaning is wrong.

EXAM TASK 2:
1 Incorrect verb pattern is used.
2 Inversion should be used.
3 Words *your rude* are missing.
4 Present Perfect should be used instead of Past Simple.
5 The word *fewer* has to be used in the sentence, and not *few*.

MULTIPLE CHOICE

1

a a modal verb b *might* and *can* c *can*

2

A true B false C false

3

1 relative pronoun 2 *-ing* verb (to form a correct verb pattern) 3 dependent preposition 4 verb (to form a correct collocation) 5 modal verb 6 verb (to form a correct past tense) 7 article 8 linking word 9 preposition (to form a correct phrasal verb) 10 verb (to form passive)

4

Students' own answers.

5

1 A 2 A 3 C 4 C 5 B 6 C 7 C 8 A 9 B 10 C

6

Students' own answers.

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7
1 D 2 C 3 B 4 D 5 A 6 A 7 B 8 C

8
1 *That* could be used as well. The other options can't be used to refer to *people*.
2 Past Continuous, to describe an activity in progress.
3 *To* is used here as a preposition (*object to sth*), and is followed by an *–ing* form.
4 A linking word needs to be used here. *Very* can be ruled out as incorrect at the very beginning.
5 The preposition *in* can be used with *arrive* to talk about coming to a city (*arrive in London*).
6 Past simple, used to narrate events.
7 *Pleased* does not refer to communication. In order to use *said*, the sentence must read: *...flight attendant said that I should switch my mobile off.*
8 *Trouble* forms an idiomatic expression with the expressions before the gap: *go to all the trouble.*

OPEN CLOZE

1
a First Conditional b *if, unless, when* c *unless*

2
1 verb 2 article 3 preposition 4 linking word
5 article 6 verb 7 adverb 8 pronoun 9 preposition

3
1 Past Simple 2 indefinite 3 of 4 that 5 article
6 ask 7 superlative 8 we/I; the housekeeper is saying this sentence 9 phrasal verb

4
1 was 2 a 3 of 4 that 5 the 6 asked 7 most
8 we 9 out

5
a The same tense as in the rest of the sentence is needed (Past Simple).
b The word *if* suggests that Mrs. Frasier was asking a question.
c *More* is used to make comparatives; here, a superlative is needed.
d The sentence is being said by one of the cleaners, not by Mrs. Frasier.

6
1 for 2 with 3 to 4 that/which 5 were 6 his
7 of 8 a

7
1 *Since* is used to refer to a specific point in time; *for* is used to talk about a period of time.
2 Wrong preposition; the correct collocation is *have an affair with sb.*
3 You can only put one word in each gap.
4 A relative pronoun referring to the word *address* is needed here; *where* refers to a place.
5 Passive needs to be used here, not the Past Perfect.
6 The gaps can't be left blank.
7 Wrong preposition, *of* is needed here.
8 An indefinite article is needed here.

8
a 8 b 1, 2, 7 c 5 d 6 e 4 f 3

WORD BUILDING

1
a

adjective	opposite	noun
different	*indifferent*	*difference*
polite	*impolite*	*politeness*
literate	*illiterate*	*literacy*
relevant	*irrelevant*	*relevance*
honest	*dishonest*	*honesty*
careful	*careless*	*care*
important	*unimportant*	*importance*
successful	*unsuccessful*	*success*

b

nouns	adjectives	
surprise	*surprising*	*unsurprising*
comfort	*comfortable*	*uncomfortable*
approval	*approving*	*disapproving*
luck	*lucky*	*unlucky*
reliability	*reliable*	*unreliable*

c

adjectives	nouns
strong	*strength*
wide	*width*
long	*length*
high	*height*

2
a adjective b *possible, impossible* c *impossible*

3

nouns	verbs	
agreement	*agree*	*disagree*
courage	*encourage*	*discourage*
infection	*infect*	*disinfect*
installation	*install*	*uninstal*
obedience	*obey*	*disobey*
plug	*plug*	*unplug*
qualification	*qualify*	*disqualify*

4
1 disobey 2 disqualified 3 disinfect 4 disagree
5 discourage 6 uninstall 7 unplug

5
1 funny 2 explanation 3 following 4 sender
5 currently 6 unwrap 7 valuable 8 different

6
Noun: gaps 2, 4
Adjective: gaps 1, 3, 7, 8
Adverb: gap 5
Verb: gap 6

WRITING

SHORT TEXT – EXAM STRATEGIES

1
1 postcard: C, G
2 lost item announcement: A, H
3 invitation D, I
4 note F, J
phrases not used: B, K, E

2
1 E 2 C 3 G
Reasons why other sentences are not correct:
Sentences A and D do not fit in the context:
A – It's my first day at the seaside.
D – Tomorrow me and my family are going to the top of Mont Blanc.
Sentence F does not give full information:
F – Our plans for the next few days are still not decided.
Sentence B does not refer to the exam task.

3
1 A 2 B 3 B 4 A
The chosen sentences precisely convey the information from the rubrics and fit in the context of the task.

4
Can you tell me exactly where and when you want to go? Who else is going on the trip? When do I have to decide if I want to go along too?

5
1 travelling to Mozambique in Africa
2 leave on the first of July
3 with my girlfriend Amy
4 my brother might also be coming
5 come before the end of March

6
Yes, the writer answered all the questions.

LONG TEXT – EXAM STRATEGIES

1
Formal letter (F): 2, 4, 5, 8
Informal letter (N): 1, 3, 6, 7
Features typical of a formal letter:
2: a polite/formal request
4: formal linking word *However*, no contractions (full form of *I do not agree*)
5: a complex sentence with a *that*-clause
8: formal closing phrase.
Features typical of an informal letter:
1: contractions (*It's*), informal vocabulary (*cool*) and a question mark suggesting emotional involvement
3: addressing the reader directly, the use of a rhetorical question
6: structure and vocabulary typical for speech, the use of a rhetorical question
7: imperative, the use of a question mark suggesting emotional involvement.

2
1 E 2 H 3 B 4 F 5 A 6 C 7 G 8 D 9 I

3
1 D 2 F 3 B 4 E 5 A

4
- explain what happened and why the current situation is unacceptable: *The phone stopped working on the day I bought it. (...) you agreed to send me a new phone within ten days. (...) Being without a phone for such a long time is making my life impossible because I am currently looking for a job.*
- suggest a possible solution: *I expect now to receive a new phone together with a letter of apology.*

5
Hi, Amanda
I haven't heard (GR) from you for (LEX) such a long time! Actually (SP), I'm a bit worried and wonder if you're OK. When you last wrote to me (GR), you mentioned you might go (LEX) on a trip to Alaska. Have you managed to get there? As for (LEX) myself, I've got important news for you: we've just moved (GR) to a new house. It's just great (SP), but it's unfortunately far away from my previous home, so in fact I've l ost nearly all my friends!
As for my family, my big sister Anna is thinking (GR) about applying for a job in (LEX) Ottawa. She's asking for your advice (SP) about languages: which one is spoken (GR) in Ottawa, French or English?
I am already planning my holidays last year: I think it'll be the seaside as usual (LEX). I wonder if you could (GR) come to join me in the second half (SP) of August.
I hope to hear from you soon.
Love,
Anna

6
The choice and order of paragraphs: 1 E 2 G 3 A 4 C
The reasons for leaving out the remaining sentences:
H this sentence does not convey the second piece of information required in the first bullet;
B this sentence does not convey the second piece of information required in the second bullet;
D this sentence does not convey any of the information required in the third bullet;
F this sentence conveys some of the information required in the fourth bullet, but does not answer the question fully (the sentence *If you think you can afford to publish more articles about it* can't be regarded as the equivalent of *Find out if the editorial staff is planning some other articles on similar topics* included in the rubrics.)

SPEAKING

GENERAL CONVERSATION/ INDIVIDUAL LONG TURN

1
b What is your ideal home like? c What was your favourite subject at school? d What do your parents do? e What nationality food do you like best?

2
1 d 2 b 3 e 4 c 5 a

3
2 I like both books and films. If I have time, I prefer reading books, but sometimes I'm too busy. When I decide to see a/the film, I always watch it in the original language. This way I can feel the atmosphere better and I can practise the languages which I study.
3 I try to do something at least twice a week. There is a swimming pool 5 minutes from my home, but it's often crowded. I also play tennis with one of my classmates. Sometimes it's difficult to find time, and then I just go jogging in the park.
4 Unfortunately I often eat fast food, because I can't go home for lunch. But I usually cook for the whole family at weekends, and it's always healthy. My little brother loves the fruit salad that I make for dessert. I buy the ingredients at the local market.
5 My mum says I shouldn't use it so much. But it's not fair as I (can) find a lot of useful information for my school homework. Even (our) teachers sometimes tell the class to hand in homework in a printed form. Of course, it's true that I love playing games, too.

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4
A Education B Sports C Your daily routine and lifestyle
D Holidays and travelling E Free time and hobbies
F Modern problems

5
Students' own answers.

6
Students' own answers.

7
a
- your idea of healthy eating: 4
- what you usually have for breakfast: 3
- what you think about fast food: 1
- how you would like to change your eating habits: 2

b
1 c 2 e 3 d 4 b 5 a.

8
Students' own answers.

9
Students' own answers.

DISCUSSION

1
1 seems 2 believe 3 the reason why 4 That's true
5 may I say something 6 if you ask me 7 To be honest
8 what was it like 9 In general 10 My point is
11 Would you agree 12 all things considered

2
a: What is your dream job? What skills do you need to have to do it?
b: If you were to find work, how would you go about it?
c: Would you rather work abroad or in your home country? Why?

3
Students' own answers.

SITUATIONAL ROLEPLAY

1
a 1 C 2 A 3 B
b
A *...You are saying that we need new furniture* ***and I see your point****, but the computers are just so much more important...*
B ***...I've got a problem and I wonder if you could help me.*** *I bought this last week (...) the instructions on the label.* ***I must say I am extremely disappointed now and*** *I would like to receive a full refund.*
C ***...****I know that you are starring in some new movies right now, but I would like to talk more about the past,* ***would it be OK if we talked*** *a little bit about your childhood and family life?...*

2
1 G 2 D 3 A 4 H 5 F 6 E 7 C 8 B

3

EXPRESSING DOUBT	AGREEING
Are you sure it will be the right thing	*That's exactly what I wanted to say*
Well, I haven't thought about that before	*You're definitely right*
What will you do if	
SUGGESTING	**EXPLAINING THE PROBLEM**
How about doing something	*The thing is that*
I think you should	

4
a
1 The thing is that 2 what will you do if 3 I haven't thought about that before 4 That's exactly what I wanted to say 5 I think you should 6 You're definitely right 7 Are you sure it will be the right thing 8 How about doing something
b
Students' own answers.
c
Students' own answers.

5
Students' own answers.

6
Students' own answers.

PHOTO DESCRIPTION

1
a Suggested answer: *The picture shows people shopping in an open air market.*
b Students' own answers.

2
1 In 2 think 3 on the left 4 seems 5 look busy
6 probably 7 Personally 8 I'd prefer

3
Students' own answers.

4
Suggested answers:
1 *Both pictures show people spending their free time with their friends. People in Picture A are riding their bikes in the forest. The girls in Picture B are shopping at a big shopping centre.*
2 *They probably often spend time together. They are probably friends, it seems that they know and like each other very well.*
3 Students' own answers.

5
Picture A:
close to nature, cyclist, environmentally friendly, exhausted, good condition, helmets, keep fit, look for a map, professional equipment, take a break, shopping mall, sports clothes, sunny weather, they have just stopped cycling, wonder where to go next.
Picture B
accessories, check if it fits, designer shops, fashionable brands, seasonal sales, hunt for bargains, receipt, shades, shopping bags, teenagers, try on clothes, they have been on a spending spree, wait in long queues.

6
Suggested answers:
1 *There are some young people wearing sports clothes and helmets.*
2 *They're riding their bikes in a forest.*
3 *The atmosphere is peaceful but energetic and fun.*
4 *They have just stopped cycling and are wondering where to go next.*
5 Students' own answers.

7
Suggested answers:
1 *There are three girls who are on a spending spree.*
2 *They are in a big shopping mall and they are enjoying themselves and are feeling happy.*
3 *They have just bought some clothes and accessories.*
4 *They are going to go and get something to eat or just go home to try on all the clothes.*
5 Students' own answers.

8
Suggested answers:
Similarities:
1 *both pictures show young people spending their free time*
2 *people seem to be happy and are having fun*
3 *both shopping and riding a bike require a lot of energy.*
Differences:
1 *people in Picture A are spending their free time in a more active way*
2 *cyclists in Picture A are trying to keep fit and feel close to nature while the girls in Picture B are spending their free time waiting in long queues*
3 *cycling requires some money for the equipment, and when you go shopping you don't need to spend a lot of money, you can just buy some small things.*

9
a
1 Both pictures 2 In Picture A 3 Perhaps 4 or maybe
5 In the other picture 6 It seems to me/I think
7 I think/It seems to me 8 In both pictures 9 have in common 10 Another similar thing 11 some differences
12 than 13 while 14 Another important difference
b
The speaker included all the information required by the exam task.

10
Suggested answers:
1 *Picture C shows two skiers going down the slope. The weather is very sunny and pleasant. In Picture D I can see some teenagers having a party. They are having fun and enjoying themselves.*
2 *The people in Picture C could a married couple, or maybe siblings. The teenagers in Picture D might be classmates.*
3 Students' own answers.

11
a
1 Ski down the slope 2 skiing gear 3 wear goggles
4 snowy but sunny and warm 5 in the mountains
6 outdoor activity 7 out in the fresh air 8 experienced skiers 9 ski pass for the ski lift 10 energetic and exciting
b
1 B 2 H 3 F 4 E 5 I 6 J 7 D 8 G 9 C 10 A
c
Students' own answers.
d
Suggested answers:
Similarities:
1 *the people are enjoying themselves*
2 *the atmosphere is fun and relaxed*
3 *both pictures show ways of spending free time.*
Differences:
1 *Picture C shows an outdoor activity and Picture D a party.*
2 *In Picture D there are a lot of people, and there is only a couple in Picture C.*
3 *Picture C shows an activity that is healthier than the party in Picture D.*
e
Students' own answers.
f
Students' own answers.

12
Students' own answers.

13
Students' own answers.

GRAMMAR

PRESENT TENSES

1
1 are going 2 are you thinking 3 snows
4 'm studying 5 enjoy

2
1 don't believe 2 never talks 3 she comes
4 I don't think 5 they need 6 they are doing
7 are arguing 8 It seems 9 they have
10 is living 11 She doesn't like 12 she doesn't feel

3
1 are you eating? 2 are you waiting for? 3 Do you play
4 do you work? 5 do you think?

4
1 'm having 2 are going 3 seems 4 understand
5 'm getting 6 think 7 'm learning 8 'm enjoying
9 're staying 10 'm trying 11 start 12 don't have to
13 like 14 need

5
1 is holding 2 doesn't want 3 hates 4 is crying
5 are building 6 is wearing 7 is playing
8 seem 9 is swimming 10 think 11 are having

PAST TENSES

1
1 b 2 a 3 b 4 b 5 b 6 a

2
1 John had never been on the plane/flown before.
2 When Robert had finished writing his essay, he went out with his friends.
3 When I walked into the classroom she was talking to the teacher.
4 I used to see Gill more often.
5 Brenda felt sick because she had eaten three bars of chocolate.
6 We were both very busy yesterday evening: I was doing my Maths homework while Joanna was ironing/doing the ironing.
7 The Perkins didn't use to be rich.

3
1 was trying 2 received 3 claimed 4 had met
5 didn't remember 6 had ever encountered 7 kept
8 exchanged 9 was living 10 was studying
11 had only known 12 invited 13 knew
14 used to go 15 arrived 16 was waiting 17 knew
18 had bumped 19 spoke 20 had passed
21 decided 22 used to think/had thought

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4

- explain how you met Adam – *One night I was trying... ... exchanged our phone numbers.*
- describe how the relationship developed – *From then on... ...lonely people!*
- give some details of your visit to Budapest – *At that time... ... Mr Right on the internet.*

PERFECT TENSES

1

1 1b, 2a 2 1a, 2b 3 1a, 2b 4 1b, 2a

2

1 been waiting 2 had 3 happened 4 been wearing
5 played 6 been seeing 7 been ironing

3

1 's/has taken 2 've/have learnt 3 's/has been crying
4 's/has been raining 5 've/have been annoying
6 've/have known 7 've/have been clearing
8 's/has had

4

1 Pete has won the chess championship four times.
2 I haven't visited my grandmother for a long time.
3 My brother has always liked strawberry ice-cream.
4 Dave and Caroline have been married for five years.
5 How many times have you run in a marathon?
6 She's had these skis since last winter.
7 How long have you been sitting here?

5

a

1 have been trying 2 have failed 3 don't know

b

4 have passed 5 am doing 6 don't smoke
7 has worked

c

8 have been 9 have been doing 10 have

6

1 Are you doing 2 I've/have been looking for
3 I've/have found 4 do you need 5 you've/have had
6 you last played 7 we've/have been studying
8 I'm/am thinking *or* I've/have been thinking
9 That sounds 10 do you want 11 I haven't thought
12 do you think 13 they seem 14 Have you used
15 Sam has brought 16 everybody liked
17 We've/have been talking

7

1 haven't tidied up 2 have been shopping
3 haven't found 4 have already cleaned 5 have you done
6 have never said 7 have been complaining

8

- explain why you didn't clean up – *I'm sorry... ...anything!*
- remind her that she also sometimes forgets to do her duties – *Don't be angry... ...It's really not fair!*
- apologize and suggest a resolution – *I apologize... ... seriously too.*

THE FUTURE

1

1 am going to study 2 won't do 3 will be wearing
4 starts 5 will help 6 is going to fall 7 am having

2

1 'm not doing 2 are getting married 3 is going to rain
4 will never pass 5 will be lying 6 departs 7 won't eat

3

1 We're going to the cinema tonight.
2 I'll prepare the salad and dressing.
3 We'll be travelling through Budapest on the way back so we could always call in on Franciska.
4 I am going to become a secondary school teacher.
5 When does the school year finish?
6 My sister is going to have a baby in May.

4

1 are coming 2 Are you coming
3 will your uncle be waiting 4 are you arriving 5 starts

CONDITIONALS

1

1 a 2 b 3 b 4 b 5 a

2

1 If animals could speak they would complain about us humans.
2 You will feel better if you take an aspirin and lie down.
3 If people are rude to him, he stays calm and ignores them/ignores them and stays calm.
4 She would take up jogging if she didn't have breathing problems.
5 If Tom doesn't hurry up, we will be late for school.
6 I wouldn't apologise to her if I were you.

3

1 am always 2 won't 3 would find 4 wouldn't
5 will come 6 die 7 Would it

4

1 b 2 c 3 b 4 c 5 b

5

1 are not/aren't 2 started 3 wouldn't lend 4 has
5 asked 6 turns 7 decides 8 don't behave
9 lost 10 won't accept

6

1 If Steven was/were taller, he would play basketball well.
2 If we have more sweets, we'll share them among the kids.
3 If Sarah asks her boss for a pay rise, he will/might be angry. If Sarah asks her boss for a pay rise, it/she will/might make him angry.
4 If I didn't have to help my mother with the housework, I could go to the cinema with my friends.
5 If you don't call a taxi now, you'll have to walk there.
6 If Southampton FC won this match, they would get promoted to the Premiership.

7

1 found + Ss' own answer
2 asks + Ss' own answer
3 were + Ss' own answer
4 get + Ss' own answer
5 rains + Ss' own answer
6 saw + Ss' own answer
7 have + Ss' own answer

8

1 were 2 wouldn't accept 3 go 4 will you do
5 want 6 feel 7 will do 8 would take

9

- express your surprise that Bridget wants to go out with complete strangers – *That's good news... ...just too risky.*
- speculate what could happen – *And what... ... on your own?*
- make some suggestions – *You will do what... ...for a taxi.*

THERE IS/IT IS

1

1 It's 2 There's 3 There's 4 It's 5 There's
6 There's 7 It's 8 There's 9 It's

2

1 How many students are there in your class?
2 Is there a phone box near here?
3 How many people were there at the party?
4 How far is it from Budapest to Riga?
5 Were there any phone calls for me?/Have there been any phone calls for me?
6 What date is it today?

3

1 Is there a garden?
2 Are there any discounts for students?
3 Is there a bus stop nearby?
4 How many rooms are there in the flat?
5 How far is the flat/it from the university?
6 Is there a TV set in the living room?

4

1 There are/There're 2 There is/There's 3 It is/It's
4 there is/there's 5 There is/There's
6 There are/There're 7 It is/It's 8 It is/It's
9 There aren't 10 it is/it's 11 there aren't
12 It's not/It isn't 13 it is/it's

PASSIVE

1

1 was stopped 2 is spoken 3 has broken
4 will be held 5 hadn't told/wasn't telling
6 is being interviewed 7 have been reported
8 are used 9 discovered 10 not be left

2

1 'The Pianist' was directed by Roman Polański.
2 We haven't been informed about the changes to the train table.
3 My bicycle is still being repaired.
4 Will he be punished for skipping school?
5 The telephone was invented in 1876 by Alexander Graham Bell.
6 Fresh fruit and vegetables are not sold here.
7 I discovered that our house had been burgled.

3

1 a 2 b 3 a 4 b

4

1 I had my Master's thesis proof-read.
2 John is going to have his car repaired.
3 She has had her hair cut.
4 They are having their house painted.
5 Will you have all the locks changed in your house?
6 We have our newspaper delivered every Friday.

5

1 was invited 2 wanted 3 rented 4 were told
5 left 6 broke down 7 was taken away
8 had our car repaired 9 took 10 had to
11 wasn't refunded

6

- give details of where you went – *The worst trip... ...a very good condition.*
- give details of what went wrong – *About an hour... ...you can imagine!*

MODAL VERBS 1

1

1 a 2 b 3 b 4 c 5 a 6 c 7 a

2

1 mustn't talk on your mobile here.
2 I couldn't ride a bicycle.
3 should talk to the teacher about it.
4 have to stay in bed for three days.
5 I pick you up from school?
6 shouldn't watch so much TV.
7 can sing quite well.
8 don't have to answer all questions correctly.

3

1 can't drive 2 couldn't get used 3 must take
4 do we have to go 5 Shall I look up
6 would you like to do/can you do 7 should buy
8 shouldn't take 9 don't have to take/needn't take
10 Could you pack

4

- explain why you don't like her idea – *Going to Scotland... ...by car?*
- make another suggestion – *How about the train?... ...be quite expensive.*
- suggest what things to take with you – *If we decided... ... just in case?*

MODAL VERBS 2

1

1 b 2 a 3 a 4 b 5 b 6 a

2

1 may/might/could 2 may/might/could 3 can't
4 may/might/could 5 must 6 might/may/could
7 could 8 may not/might not 9 can't 10 must

3

1 It may/might rain later.
2 They can't be at school now.
3 The match may/might not start before seven.
4 She must think I'm not very bright.
5 This can't be Robert – he has gone on holiday to Spain.
6 The car keys must be somewhere in the kitchen.
7 The teacher may/might give us our homework back tomorrow.

4

1 must 2 must 3 can't 4 might 5 could
6 may 7 can't

COUNTABLE AND UNCOUNTABLE NOUNS, ARTICLES AND QUANTIFIERS

1

1 b 2 a 3 b 4 a 5 b 6 a 7 a

2

1 much 2 Both 3 any 4 None 5 many
6 Neither 7 some

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3
1 – 2 – 3 the 4 the 5 the 6 – 7 the 8 a 9 the 10 the 11 a 12 the 13 – 14 the 15 a 16 – 17 an 18 the 19 the 20 the 21 – 22 – 23 a 24 The 25 – 26 – 27 the 28 – 29 – 30 the

4
1 the 2 a 3 The 4 no 5 The 6 Both 7 The 8 *some* 9 *some* 10 *neither*

INDEFINITE PRONOUNS

1
1 someone/somebody 2 anything 3 everywhere 4 anybody/anyone 5 Nothing

2
1 Everybody/Everyone dreams of a better life.
2 I'd like to go to somewhere quiet.
3 Nothing is worse than losing your best friend.
4 You need to get everybody's/everyone's signature.

3
1 need → needs
2 anywhere → everywhere
3 doesn't touch → touches
4 anywhere → somewhere
5 anyone → someone

POSSESSIVES

1
1 my 2 yours 3 mine 4 my 5 her 6 their 7 theirs 8 their 9 hers 10 our 11 ours 12 its

2
1 The director's office is upstairs.
2 I liked the end of the story the most.
3 There is nothing interesting in today's newspaper.
4 The local government's decision/The decision of the local government was wrong.
5 Miss Blunden's students are very clever.
6 It was a very nice two hours' walk in the woods.
7 Two legs of our new table are broken.

3
1 I like our car much more than theirs.
2 Could you stop using my lipstick instead of yours?!
3 Mike and Mark's bedroom hasn't been tidied up for ages.
4 Our neighbours had a very loud party in their flat yesterday.
5 My father's best friend lives in Canada.
6 *Her dress really suits me but I'd rather borrow yours.*
7 Tomorrow's meeting has been postponed.

4
1 my 2 aunt's 3 boyfriend's 4 mine 5 the beginning of the ceremony 6 mine 7 Theirs 8 bridesmaids' 9 bride and groom's 10 door of the church 11 our 12 her 13 nephew's 14 yours 15 my boyfriend's aunt's

5
- give details of the situation – *Last summer... ...same colour and style.*
- describe your reaction and how you felt – *When I realized... ...to our car.*
- explain how the situation ended – *Just when we... ... aunt's bridesmaid.*

ADJECTIVES

1
1 the hottest 2 cheaper 3 the laziest 4 better 5 the most popular 6 farther/further 7 slimmer 8 more comfortable 9 the most dangerous 10 the largest

2
1 best 2 the most intelligent 3 higher 4 quieter 5 the fastest 6 the worst 7 the funniest 8 more serious 9 older 10 more mature 11 closer 12 easier 13 The saddest

3
1 Robert isn't as tall as Mark.
2 It was such a difficult exam.
3 How nice of him to help me.
4 Jim is not tall enough to join the police force.
5 Georgia is the prettiest girl of all in her class.

4
1 good enough 2 more expensive than 3 too cold 4 so noisy 5 worse 6 later than 7 more polite 8 so high 9 such poor

REPORTED SPEECH

1
1 told 2 not to 3 the next day 4 whether 5 asked 6 himself 7 that 8 said

2
1 I left hospital yesterday.
2 Don't cross the road by yourself.
3 I will never go to school again.
4 Are you having a good time here?
5 I don't want to cause any problems to your family.
6 How much is a bus ticket?
7 Open your suitcase.
8 What time did Tome come home last night?

3
1 (me) if I could work overtime.
2 (me) if I needed him to help me with my homework.
3 me not to leave that/the box in the hall.
4 she had earned her first money that day.
5 me he would try to call me the next day/the following day.
6 that somebody was following them.
7 to know if I had finished school two hours before/earlier.
8 me to fasten my seat belt.

4
1 Could you tell me when the film starts?
2 I wonder what you have done with the money.
3 Do you know how much a single ticket would cost?
4 Have you any idea where the toilets are?
5 Do you happen to know what his surname is?

5
1 l (told) 2 j (was) 3 g (that) 4 a (asked) 5 e (next) 6 h (then) 7 f (said) 8 b (is) 9 l (today) 10 d (if) 11 c (how)

6
- explain that you tried to get the book at your local bookstore – *I am a huge... ...of getting the book.*
- ask if it is possible to buy the book directly from the publisher – *I was wondering... ...from you.*
- ask about the postage costs – *Your website says... ... in total?*

RELATIVE CLAUSES

1
1 c 2 b 3 c 4 a 5 a 6 c 7 b 8 c 9 b 10 a

2
1 who 2 which/that 3 where 4 whose 5 when 6 who/that 7 which 8 which

3
1 What did you do with the hammer Tom was using?
2 can't be left out
3 can't be left out
4 My mother wants me to eat things I hate.
5 The scientist I admire most is Einstein.
6 can't be left out
7 can't be left out
8 Do you like the cake I've baked?

4
1 ✗ Tom, who is a very clever boy, wants to study law.
2 ✓
3 ✓
4 ✗ I don't get on well with people who/that are very serious.
5 ✗ I would like to see the picture (that/which) you brought from France.
6 ✓
7 ✓

5
1 His dream is to meet Peter Crouch, who plays for Liverpool and England.
2 Could you remember to give me back the book that you borrowed from me two months ago?
3 He wants me to go to a restaurant where they serve Chinese and Indian food.
4 At the circus I saw a very strong man who could lift 100 kilograms without any trouble.
5 The heavy storm, which lasted for five hours, is now over.
6 I often think back to the times when my grandparents were still alive.
7 He didn't apologise for his behaviour, which made me really cross.
8 Mrs Judge, whose son is in Year 5, is our History teacher.

6
1 g Do you know a place where you can buy cheap furniture?
2 e *I'll never forget the moment when I first saw my little* baby son.
3 c The police are looking for the man who/that robbed a bank yesterday.
4 a I got an autographed photo from Sandra Bullock, who is my favourite actress.
5 d I don't like the poem which/that he has written for me.
6 f Her twin brother hit her, which made her cry.
7 b We want to go to Rome, where we went on our honeymoon.

7
1 who 2 which 3 whose 4 that 5 which 6 where 7 when

LINKING WORDS

1
1 but 2 unless 3 before 4 but 5 Because 6 so 7 while 8 Although 9 until

2
1 so 2 because 3 Although 4 or 5 where 6 but 7 until/till 8 unless

3
1 I met my husband when we were both studying at the University of Bratislava.
2 Although she is physically disabled, she still stays very active.
3 If you really want to pass this exam, you need to study much harder
4 *I turned his invitation down because I didn't really fancy* going out with him.
5 Before using the camera, read this instruction manual to familiarize yourself with it.
6 My parents couldn't afford to pay for my studies so I had to find a temporary job to pay my fees.
7 I can live with my parents until/till I get a job and a flat.

4
1 but 2 because/as 3 so 4 unless 5 but 6 if 7 And 8 before 9 If 10 when

PREPOSITIONS

1
1 on Thursday 2 At the beginning 3 in Rome 4 on May 7th. 5 into the water 6 in the fridge 7 out of the taxi 8 at a Thai restaurant 9 off the motorcycle 10 on a piece of paper

2
1 to 2 for 3 to 4 in 5 at 6 to

3
1 a 2 c 3 b 4 a 5 d 6 c 7 a 8 d 9 a 10 b 11 c 12 d 13 a 14 c 15 a 16 b

VERB PATTERNS

1
1 Fiona stopped smoking last year.
2 I learnt to drive when I was 16.
3 You should take a break now.
4 Peter enjoys watching football matches on TV on Saturdays.
5 She seems to be much happier now.
6 My parents want to move to a bigger city soon.
7 I don't mind working overtime next week.

2
1 me to make 2 her not to do 3 me carry 4 changing

3
1 to enrol 2 having 3 to finish 4 learning 5 speaking 6 me to go 7 to stay 8 to take

QUESTION TAGS

1
1 b 2 d 3 a 4 b 5 c 6 a 7 d 8 b 9 c 10 c